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ABSTRACT

This dissertation recounts the functioning of a practicum established to develop educational specifications and preliminary building plans for five new elementary schools in the Sacramento City Unified School District. These buildings will be built to replace schools that do not meet earthquake safety standards. Project teams developed educational specifications after citizens, students, teachers, and staff members were surveyed to gain their concerns and suggestions regarding the new schools. The teams continued to work with architects to see that the educational specifications were accurately represented in the architectural drawings. Environmental impact studies were made to assess the effect the new schools would have on the environment. By the end of 1974, the Board of Education and the State had accepted the preliminary plans for the new schools. (Author/MLF)

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THE DEVELOPMENT OF ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS AND PRELIMINARY BUILDING PLANS THROUGH THE USE OF CITIZEN AND STAFF INVOLVEMENT

by

Robert F. Davis

Submitted in partial fulfillment of the
requirements of the Degree of
Doctor of Education, Nova University

EA 006 716

Sacramento Cluster
Fred J. Stewart
Coordinator

Maxi II Practicum Report
February 1, 1975

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PRACTICUM AND GENERAL INFORMATION.	1
	Introduction	1
	The practicum.	10
	Statement of the practicum	10
	Purpose of the practicum	11
	Delimitations of the practicum	12
	Importance of the practicum.	12
	Practicum objectives	13
	Overview of the practicum.	15
II.	REVIEW OF THE LITERATURE	16
	Parent and staff involvement in the development of educational specifications. . .	16
III.	METHODOLOGY.	19
	Organization of the elementary schools educational specifications practicum	19
	Development of the timeline.	19
	Selection of the team leaders.	20
	Selection of the architects.	22
	Selection of the team members.	24
	Team meetings.	28
	Community information input.	31
	Student information input.	32
	School staff information input	32
	District personnel consultant teams.	33

CHAPTER PAGE

Progress reporting 34

Writing the final educational specifications document 34

Approval of the educational specifications by the Board of Education. 35

Transferring the educational specifications into working drawings. 35

California environmental impact statement. . 36

Approval of the preliminary plans by the Board of Education 37

Submission of preliminary plans to the State of California. 38

Evaluation activities. 39

IV. ANALYSIS OF DATA 40

Superintendent's staff 41

Conclusion, Table 1. 42

Conclusion, Table 2. 42

Conclusion, Table 3. 44

Conclusion, Table 4. 47

Conclusion, Table 5. 47

Elementary school project teams. 49

Conclusion, Table 6. 49

Conclusion, Table 7. 52

Conclusion, Table 8. 54

Conclusion, Table 9. 56

Conclusion, Table 10 58

CHAPTER PAGE

Conclusion, Table 11 58
Conclusion, Table 12 60
Conclusion, Table 13 63
Conclusion, Table 14 63
Conclusion, Table 15 65
Conclusion, Table 16 68
Project goals. 68
Project goal 1 68
Project goal 2 69
Project goal 3 71
Project goal 4 76
Project goal 5 77
Project goal 6 78
Project goal 7 79
Project goal 8 79
Project goal 9 80
Project goal 10. 80
Project goal 11. 80
Project goal 12. 81
Project goals evaluation 81
V. SUMMARY AND CONCLUSIONS. 82
Discussion of results obtained 83
Recommendations. 84

CHAPTER PAGE

BUDGET. 86

SUMMARY 87

APPENDIX. 88

LIST OF TABLES

NO.	TITLE	PAGE
1.	Sacramento City Unified School District Superintendent's Staff Evaluation of Group Representation of the Elementary School Educational Specifications Planning Teams, December 1974.	41
2.	Sacramento City Unified School District Superintendent's Staff Evaluation of the Scope of Group Involvement by the Elementary School Educational Specifications Planning Teams, December 1974	43
3.	Sacramento City Unified School District Superintendent's Staff Evaluation of the Application for Similar Projects of the Educational Specifications Model Developed by the Elementary School Educational Specifications Planning Team, December 1974.	45
4.	Sacramento City Unified School District Superintendent's Staff Evaluation of Reporting Done by the Elementary School Educational Specifications Planning Teams, December 1974.	46
5.	Sacramento City Unified School District Superintendent's Staff Evaluation of the Quality of the Elementary School Educational Specifications Document, December 1974	48
6.	Sacramento City Unified School District Planning Team's Response of which Team the Member Belonged, December 1974	50
7.	Sacramento City Unified School District Planning Team's Response of Member's Role Classification, December 1974.	51
8.	Sacramento City Unified School District Planning Team's Response of Members Previously Serving on Educational Specifications and/or School Planning Teams, December 1974	53

List of Tables (continued)

NO.	TITLE	PAGE
9.	Sacramento City Unified School District Planning Team's Response of Team Member's Assessment of the Input Gathered, December 1974	55
10.	Sacramento City Unified School District Planning Team's Response of Member's Willingness to Serve on Another Project Team, December 1974	57
11.	Sacramento City Unified School District Planning Team's Response of Future Project Team Modification, December 1974	59
12.	Sacramento City Unified School District Planning Team's Response of Effectiveness in Communicating Related School Related Issues with Peers, Friends, and Neighbors, December 1974	61
13.	Sacramento City Unified School District Planning Team's Response of Feelings Related to the Treatment of Member's Suggestions Regarding the Printed Educational Specifications Book, December 1974	62
14.	Sacramento City Unified School District Non-Employee Team Members Response to Understanding of School Functionings before Starting on the Planning Team, December 1974	64
15.	Sacramento City Unified School District Planning Team's Response of Understanding of State's Role in the Replacement of Non-Earthquake Safe Schools, December 1974	66
16.	Sacramento City Unified School District Planning Team's Response on the Assessment of the Quality of the Educational Specification Document, December 1974	67

CHAPTER I

THE PRACTICUM AND GENERAL INFORMATION

INTRODUCTION

All public schools built in the State of California after 1934 must be certified by the State of California as being earthquake safe. Schools built prior to 1934 were not required to meet the earthquake safe provision. The law passed in 1934 was designated the "Field Act". All schools constructed after 1934 are certified to meet the rigid requirements of the Field Act. California has many schools in use that were constructed prior to 1934. In 1968, the legislature for the State of California enacted legislation that held school board members personally responsible for injuries suffered by students during earthquakes in buildings that did not meet the Field Act requirements. In essence, the 1968 law declared that these non-certified buildings could not be used to house students after July 1, 1975.

As is often the case, the 1968 law did not provide local school districts with the financing necessary to replace these non-certified schools. It was necessary for each school district to go to the local voters to gain the approval to apply to the state for loans to replace these non-certified buildings. The law did state that a

50 percent yes vote was all that was required for passage. In all other bond issues, a 66 2/3 percent yes vote is required for passage.

The Sacramento City Unified School District was successful in its attempt to gain the support of the voters in order to qualify for a state loan. The amount of loans authorized was $23,000,000 for elementary and secondary schools.

All of the school buildings built prior to 1934 were studied by structural engineers to establish data that would be used to determine the feasibility of rebuilding buildings versus the demolition of the building and replacement with a new structure. This study had to be done on a school-by-school basis. There were sixteen (16) schools within the Sacramento City Unified School District that were of pre-Field Act configuration. All of these non-certified schools were located in the older downtown core of the city. The enrollment in these schools had decreased over the years until some of the schools had fewer than 200 students assigned to them. The core areas of the city are racially segregated. In general, one area is Asian, another Black, another Caucasian, and another Chicano. The courts have held that the school district cannot build schools that are segregated. Therefore, the

neighborhood school concept could not be followed, even though each of the four ethnic groups appeared to desire having neighborhood schools in its neighborhood. Due to the geographical problems of the area, it was determined that the only way possible to achieve ethnic balance within the area served by the aforementioned sixteen (16) elementary schools was to build larger schools with combined student bodies, as well as enter into a two-way bussing program to achieve the final ethnic balance. The mid-point in the life of any school building built today will be the year 2000. Even though one develops and implements a racially balanced plan, the constantly changing housing patterns will naturally change the ethnic composition of the school. To further complicate the situation, the entire core of the city is experiencing a rapid decrease in student enrollment.

After seven (7) years of study, the Board of Education of the Sacramento City Unified School District determined on February 11, 1974, to build five (5) elementary schools. In addition to the construction of the new schools, a master plan was devised whereby some of the new schools would be "paired" with other schools. In this scheme, two schools would be paired. School "A" would have all students from grades K-3 from schools A and B; School "B" would have

all students in grades 4-6 from schools A and B. Through carefully "pairing" schools, a plan for ethnically balanced schools was adopted.

It was determined that educational specifications were needed to help give the architects direction in the construction of the new schools. In order to make savings in both money and construction time, it was decided by the Board of Education to use one set of plans to construct two schools and one set of plans to construct three schools. In addition, educational specifications would be needed for semipermanent buildings to be constructed on sites where enrollment is great and then have the capability of being moved to other sites as the enrollment decreases.

The writer, as an elementary principal, was asked to coordinate the development of the educational specifications and work with planning teams and architects in order to produce printed educational specifications and preliminary drawings for the construction of the five elementary schools.

The writer was assigned the task of screening architects in order to present a qualified list of architects to the Board of Education for its final decision.

Procedures were established and a screening committee was

appointed. This committee was comprised of parents, teachers, classified employees, and administrators. Some 35 architectural firms applied, 15 were screened, and a list of 8 was presented to the Board of Education. The committee conducted personal interviews with all the firms declaring an interest. The Board of Education then held personal public interviews and finally selected three architectural firms to handle the three projects. The dollar amount of these projects would amount to approximately $10,000,000.

The writer then established three project management teams to work with the architects to develop the educational specifications and preliminary plans. Each of these three project management teams was made up of parents, teachers, administrators, classified employees, and a member of the Certificated Employees Council. The Board of Education had previously determined that three project management teams would be necessary because of the complexity of the building program. One team was assigned the task of developing the educational specifications for two schools. Team number two was assigned the task of developing the educational specifications for three schools. Team number three was assigned the task of developing educational specifications for a semipermanent module that could be used at various school sites where and when needed.

The teams met on a weekly basis with the architects and all team members present. Numerous study trips were taken to familiarize the project management teams with the "latest state of the art" in regard to new school construction. Community input was elicited from the parents who were an integral part of each of the project management teams. In addition, a survey form was sent to each parent in neighborhoods affected by the school construction to help garner ideas toward school planning. The data received from the parents was given to each team leader who in turn shared it with the project management team. Individual classroom teachers were asked to survey their students to gather the opinions of the students in regard to what they would like to see in the new schools. The students in these cases were not higher than grade six; consequently, it was felt that a student representative on each of the project management teams was neither necessary nor desirable. Project team members were asked to discuss the projects with the people in the community which they represented. At the conclusion of all the meetings, each of the individual architects prepared schematic drawings that would serve to help each of the individual project team members understand the functional relationships of one part of the building to another. The schematic drawings were produced by the architect and

included as part of the report. Each of the team members then worked with the coordinator to develop the written document that would ultimately become the educational specifications. The Board of Education employed a building project manager and staff whose responsibility was to see that the educational specifications were accurately represented when the final drawings produced by the architect were completed. This project manager then set up committees to work with him to see that the aforementioned tasks were completed. The project manager worked with the teams, which, of course, included the architects. The final plans were presented to the Board of Education for approval. Both the State of California and the City of Sacramento are extremely interested in protecting the environment of all communities; consequently, it is necessary to file a statement which would indicate the effect a building project would have on the environment. In the case of this particular building project, because some buildings were to be demolished, the filing of the environmental impact statements became more complex. Previous to this time, the school district did not have experience in the filing of environmental impact statements. It was necessary to contact the County Counsel for the County of Sacramento for his opinion to ascertain the scope of the documents to be prepared. The appropriate

environmental impact statements were ultimately filed with appropriate state agencies and were accepted.

Three elementary school planning teams under the direction of the project manager worked during the fall of 1974 to develop, with the architects, the final school plans. As these teams worked on the plans, the Board of Education as well as the Superintendent's Staff were kept informed of the progress being made by the teams. The architects produced scale models of the various schools to be built which helped the Board of Education and other persons to see how the school buildings would be oriented on the various sites. The process of community involvement continued during this period and was accomplished by the various team members contacting the groups whom they represented to garner further input.

In December, 1974, the writer surveyed the members of the Superintendent's Staff to ascertain their attitudes regarding the process developed and implemented by the writer. In addition, the members of the elementary school planning teams were surveyed to determine their attitudes regarding the community involvement and team planning process used by their team. The planning teams working in concert with the Board of Education and the architects will continue to develop and modify the final school building plans.

The writer completed his portion of the practicum in December, 1974. The writer feels the process developed is a sound one. The involvement of groups in any project is a process that takes a tremendous amount of time. It does, of course, have the potential to involve the staff and the community in positive action that ultimately results in positive action, the building of new schools. Through this insight the community has a much better opportunity to understand the issues facing the schools today. In the past, we have been guilty of contacting community members only when we needed help from them in the form of bond elections and tax override elections. This involvement process in the total school procedure is extremely healthy. Schools are no longer closed. "Open schools" as we know them does not refer only to schools without walls. Openness, in the opinion of the writer, means a philosophy of education through which we indicate that the schools belong to the community and that the school staff is dedicated to fulfilling its obligation to the community.

THE PRACTICUM

Statement of the Practicum. After July 1, 1975, all those schools in California that are not certified as earthquake safe cannot legally be used to house students. The rulings of the courts will not allow the building of the neighborhood school due to the fact that many schools, if built on the neighborhood concept, would be defacto segregated. The Sacramento County Counsel, who serves as the attorney for the district, has stated that the schools must maintain the same factors of ethnicity as the communities they represent. No longer are school boards able to build schools on sites selected by them, planned by them, with attendance boundaries established by them. The various groups within the community deserve and demand a voice in the destiny of their own children. The transition from small neighborhood schools to larger schools, which will require bussing, will be one that will create much community furor. Larger schools and bussing would appear to be the only solution to ethnically balanced schools.

Many other social agencies, such as the Sacramento City Planning Commission and the Redevelopment Agency have become very interested when one anticipates the closing or relocation of a school. The school board has been attempting to take into consideration the needs of these

agencies as well as the needs of the community as a whole; such an undertaking can be tedious and beset with difficulties.

Schools are designed to perform the function of educating children in those areas of need that are not adequately accomplished by the home or other agencies within the community. The school is a part of the community; the school is not the community.

The responsibility of the writer was to provide that educational specifications for the new elementary schools be developed. After printing, these educational specifications were used by the architects as they worked to provide buildings that were designed to provide for those educational experiences which we said were necessary. The writer was charged with developing procedures to provide for the approval of the loan applications by the State of California.

Community involvement in this building project is mandatory from start to finish.

Purpose of the Practicum. The purpose of the practicum was to develop, implement and evaluate the Development of Elementary School Educational Specifications and Preliminary Building Plans through the use of citizen and staff involve-

ment. After the educational specifications were developed, it was necessary to continue the practicum in such a manner as to insure that the educational specifications were accurately reflected in the preliminary plans developed by the architects. This practicum was to provide that preliminary plans were developed that would be accepted by the community, staff, Board of Education, and the State of California.

Delimitations of the Practicum. This Maxi II practicum was limited to providing for a program that would extend through the 1974 calendar year. The written educational specifications were to be disseminated to:

1. each team member
2. each member of the Superintendent's Staff
3. the Board of Education
4. citizens and others (on request).

The writing and editing of the educational specifications for the elementary schools was the direct responsibility of the writer. The project management teams, working in concert with the Board of Education and the project manager hired by the board, will continue to work on the project to construct the new schools until completion.

Importance of the Practicum. Schools are an integral part

of the community. Schools cannot be designed and then just placed in the community without providing for the community to be involved. When a community has been involved in a building project, the acceptance of the program is much greater. Schools are for the people. Schools are an asset to the community. Education must provide channels which will enable community members to have ready access with their opinions to the decision-making bodies.

This practicum attempted to provide a good method for involvement that enabled the architects and others to accomplish their tasks within a restricted period of time.

PRACTICUM OBJECTIVES

The objectives of the practicum were to:

1. By January 15, 1974, three (3) elementary school planning team leaders will be appointed. This number will be expanded as the Board of Education later determines the exact number of needed team leaders.
2. By March 1, 1974, procedures will be established whereby a list of preferred architects can be presented to the Board of Education for final selection.
3. By March 1, 1974, all elementary school

planning teams will be established. These teams will be made up of representative staff members and citizens.

4. By March 1, 1974, the writer will have visited six (6) school districts to investigate proper study trips to be taken by elementary school project teams.
5. By April 1, 1974, all project team leaders will have visited three (3) school districts to observe new educational facilities as verified by log.
6. By April 1, 1974, all project team members will have visited two (2) school districts to observe new educational facilities as verified by log.
7. By June 1, 1974, each project team will have met as a group with the architect twelve (12) times as verified by log.
8. By July 1, 1974, completed sets of educational specifications for each of the elementary projects will be presented to the Superintendent for action.
9. By January 1, 1975, the writer and the teams will have developed an environmental impact statement.

10. By January 1, 1975, the preliminary school plans will have been submitted to the State of California, Division of School Planning, for loan approval.
11. By January 1, 1975, the writer will have attended twelve (12) Sacramento City School Board meetings as verified by log.
12. By March 1, 1975, a final report of this practicum will be submitted to Nova University for evaluation.

OVERVIEW OF THE PRACTICUM

In the first chapter, the problem, purpose and project goals were defined and practicum limitations outlined.

Chapter II presents a review of the literature related to the topic.

Chapter III describes the procedures followed in the conducting of the practicum.

Chapter IV describes the results of the evaluation of the practicum. This evaluation is presented in table and narrative form.

The final chapter, Chapter V, is devoted to the interpretation of the results of the practicum, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

PARENT AND STAFF INVOLVEMENT IN THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS

The involvement of parents in education is a concept that must be accomplished in the social climate of today. People will not accept the fact that "we" teach the children and the parent has only to send them to school where they will be imparted knowledge. As educators, we must work to teach the prudent and effective methods of being involved. More and more citizens want a "say" in the process. There is a large segment of the population who is either by chance, choice, or design not taking part in the decision-making process. Our responsibility is the encouragement of participation and opening of avenues that make participation interesting and productive. The community involvement can be a slow and sometimes painful process. When you open up the avenues of communication, you must be ready to hear all people and then maintain a position where those so charged can and will make the final decisions. In 1969, Baltimore, Maryland, began a program to replace one of their high schools. In this case, money came from the U.S. Office of Education, the State of Maryland, and the local school district, to provide funds for the staff and consultant to hold

community meetings in order to gain input.[1] This project was carried out at a time when physical violence was at a high. Often as public meetings were being conducted, with all the noise and confusion of protests and marching groups, the architects and committees worked quietly in the same room to incorporate the ideas from the group into the architectural design. In spite of the adverse conditions under which the project was carried out, the administrator did indicate that the results of the project were positive and accepted by the community.

Most educators concur with the idea that lay persons know the problems and identify with them, and they can, in turn, become part of the solution.[2] We realize that even though community involvement is a slow process, the rewards can be great. When people have the opportunity to play a part in the decision-making process, they are much more likely to accept and be supportive of the results. Education is important to the community. It is only because the community does value education and the educational process that they speak out. We must strive to turn this energy into constructive participation. In a city such as Sacramento,

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[1]Experiment in Planning an Urban High School, The Baltimore Charette, Kohn, Sherwood D. Educational Facilities Lab., Inc., N.Y., N.Y. November 1969.

[2]The Education Digest, James A. Murphy, School Planning by the People, May, 1972, p. 15-7.

California, where 41 percent of the community are members of minority groups, it becomes easy for one of the sub-groups to feel that they are being left out. This can pose interesting situations for the educator but provide the opportunity for him to work toward interesting and creative solutions.

Educators must never lose sight of the fact that the Board of Education can never subrogate its final responsibility in the decision-making process for the school district.

A search of ERIC indicated very little information available as to the development of elementary school educational specifications through the use of parent and staff involvement. Most educators have used some community involvement process. The experience gained by the group has not been reported to have been, in any great degree, shared. The literature does not indicate that their findings have found their way into printed form. Writing is another responsibility to the profession to which we should all respond.

CHAPTER III

METHODOLOGY

ORGANIZATION OF THE ELEMENTARY SCHOOLS EDUCATIONAL SPECIFICATIONS PRACTICUM

Following conferences with the Superintendent, the writer developed a plan whereby this practicum could be completed. As an elementary school principal, the writer had the advantage of knowing each of the 57 elementary school principals and the geographical areas in which they work. Because of previous experience coordinating a tax override election, he had a good knowledge of the central administration practices of the district. This knowledge aided in a more rapid orientation that enabled the writer to quickly implement the practicum. The needs assessment was done by collecting information from parents, staff, principals, teachers and architects. Based upon the needs assessment, the timeline was developed that would enable the project to be accomplished within the allotted time.

This practicum is divided into 16 distinct components:

1. Development of the Timeline.

   The development of the timeline[1] is critical to the planning of a successful program. The

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[1]Appendix 1, pp. 89-91.

timeline helps to orient all persons involved in the project. The timeline must be subject to change as your evaluative procedures produce data that demands such a change. The timeline in this project was modified to meet contingency situations, but in the main, did serve as a valuable guide during the project.

2. Selection of the Team Leaders

The writer and a subcommittee of the Superintendent's Staff studied the list of personnel to be considered to serve as team leaders. These team leaders were to be paid a stipend of one thousand dollars ($1,000.00) for the extra services they were required to give in order to accomplish their phase of the project. The original direction given the writer was to have one team leader for each of the five (5) elementary schools to be built. During a final meeting, the Board of Education elected to follow a reuse of school plans procedure. Team One was directed to build basically duplicate structures on two sites. Team Two would be involved with the three schools on three sites, and Team Three was charged with the responsibility of building semipermanent

modules that could be built on these new sites and then moved as student enrollment needs so dictate.

The team leaders selected were:

Team One - Mrs. Sally Scott, leader, Principal, Camellia Elementary School. Responsibility: New Washington and Fairgrounds primary schools.

Team Two - Mrs. Gladys Peng, leader, Principal, William Land Elementary School. Responsibility: New Bret Harte, David Lubin, and William Land Elementary Schools.

Team Three - Mr. Jack Cochrane, leader, Principal, Bret Harte Elementary School. Responsibility: New semipermanent modules on to-be-selected sites.

These team leaders met with the writer to establish their own team membership. Guidelines[2] were used so that each team contained representative

[2] Appendix 2, p. 92.

membership. The team leaders were allowed to expand the teams as the needs became evident.

3. Selection of the Architects.

The writer contacted all local architects and other architectural firms expressing an interest in doing business with the Sacramento City Unified School District. The subcommittee of the Superintendent's Staff approved the formation and composition of the architect selection committee.[3] The architects were directed to send printed resumes of the accomplishments of their firms with special emphasis on school planning and construction.

During the meetings to select the architects, the committee members and later the Board of Education used the "Suggested Evaluation Criteria for the Selection of an Architect".[4] Their comments were recorded on the form[5] developed by the writer. The committee screened the resumes of thirty-five (35) architectural firms. Of these, fifteen (15) firms were asked to make

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[3]Appendix 3, p. 93.

[4]Appendix 4, pp. 94-95.

[5]Appendix 5, p. 96.

presentations to the committee. These presentations ranged from elaborate graphic and verbal presentations to minimal verbal presentations. The committee selected eight (8) firms which made presentations to the Board of Education. The Board of Education selected three (3) architectural firms to be charged with assisting the teams in the development of educational specifications and schematic drawings, developing preliminary plans, assisting in the approval of plans by agencies of the State of California, give progress reports to the board, assisting in the letting of contracts, supervise construction, and assisting in the evaluation of the projects.

The architectural firms selected were:
Stafford, King and Associates, Gordon Stafford, A.I.A., Sacramento, and Gordon King, A.I.A., Sacramento, to build the Fairgrounds and Washington primary schools.
Kado and Bowles, Edwin Kado, A.I.A., Sacramento, and Chester Bowles, Jr., A.I.A., San Francisco, to build the Bret Harte, David Lubin and William Land Elementary Schools.
Higgins and Davison, George Higgins, A.I.A.,

Sacramento, and Donald Davison, A.I.A., Sacramento, to build the semipermanent modules to be placed on selected sites.

4. Selection of the Team Members.

The team leaders were charged with the responsibility of naming their own team members. The leaders used the guide provided.[6] The following teams were selected:

Team No. 1

FUNCTION: To develop educational specifications for Fairgrounds and Washington schools.

Team Leader

Sally B. Scott, principal, Camellia Elementary School

Parents

William Aguirre
Martha Freeman
Carol Garrett
Stephanie Noble
Al Patrick
Rosemary Rasul
Martha J. Reid

Pupil Personnel Services

Annie Kay, counselor
Jerry Marquart, psychologist
Ellen Undhjem, school nurse

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[6]Appendix 2, p. 92.

Team No. 1 (continued)

Teachers

Reba Barton, Phoebe Hearst Elementary School
Lillian Passmore, Coloma Elementary School

Certificated Employees Council

Olivia Rodriguez, Earl Warren Elementary School

Custodial Manager

Albert Artero, Maintenance and Operations Services

Administrators

Alfred Negrete, principal, Collis P. Huntington Elementary School
June Powers, supervisor, Children's Center Section
William Walcott, principal, Coloma Elementary School
Elvie C. Watts, director, Early Childhood Education

Project Coordinator

Robert F. Davis

Facilities Planning Department

John D. Meyer

Architect

Gordon King, Stafford King & Associates

Team No. 2

FUNCTION: To develop educational specifications for Bret Harte, David Lubin, and William Land

Team Leader

Gladys Peng, principal, William Land Elementary School

Team No. 2 (continued)

Parents

Kumi Adachi
Edith Brennan
Kenneth Cassell
Margie Harris
Edna Lee
Ralph Sotelo

Teachers

Marguerite Bell, William Land Elementary School
William Chase, Bret Harte Elementary School
Marylou Colombo, David Lubin Elementary School
Robert Corby, Newton Booth Elementary School
Patricia Eipper, David Lubin Elementary School
Jack Leathem, Newton Booth Elementary School
Ben Ogilvie, Fremont Elementary School

Certificated Employees Council

Louise Luther, William Land Elementary School

Custodial Manager

John Sanfilippo, William Land Elementary School

Classified

Gloria Fong, William Land Elementary School

Administrators

John Cochrane, principal, Bret Harte Elementary School
Lee Lurty, principal, Newton Booth Elementary School
John Mamola, principal, Fremont Elementary School
Vern Steyer, representative, Special Education Department
Raymond Vonasek, principal, David Lubin Elementary School

Project Coordinator

Robert F. Davis

Team No. 2 (continued)

Director of Facilities Planning

John D. Meyer

Architects

Chester Bowles, Jr.
Edwin Kado
Richard Teramoto

Team No. 3

FUNCTION: To develop educational specifications for semipermanent modules to be constructed in locations where needed.

Team Leader

John M. Cochrane, principal, Bret Harte Elementary School

Parents

Edith Brennan
Beatrice Cisneros
Walter Mae Mikes
June Wong

Teachers

Dorothy Anderson, David Lubin Elementary School
William Chase, Bret Harte Elementary School
Margie Harris, school-community worker, Bret Harte Elementary School

Certificated Employee Council

Carolyn Torgerson, Isador Cohen Elementary School

Custodial Manager

Lloyd Knight, Bret Harte Elementary School

Administrators

John D. Meyer, director, Facilities Planning and Construction Services Department
Vern Steyer, representative, Special Education Department
Lloyd Tunstall, principal, Sierra Elementary School
Raymond Vonasek, principal, David Lubin Elementary School

Project Coordinator

Robert F. Davis

Director of Facilities Planning

John D. Meyer

Architects

George Higgins and Don Davison
Higgins and Davison Architectural Firm

5. Team Meetings

Team meetings were held by each of the teams on a weekly basis. In addition, study trips were taken to schools both within and outside the school district in order to properly orient the team members. Before each meeting, the team leader sent an agenda to each team member.[7] It is critical that the planning for team study trips be complete. The writer visited each school before the team visit. A memorandum[8] was

[7]Appendix 6, p. 97.

[8]Appendix 7, pp. 98-102.

sent to each team member that indicated the writer's opinion of some of the things to look for on the trip. The memorandum also included, when available,a floor plan of the structure. When required, a map and time schedule[9] were provided all team members. The architects attended all these study trips to be able to give expert opinion. Commerical busses were used to provide safe, comfortable and rapid transportation. All transportation and meal costs were paid by the writer from the budget provided by the school district. The schools to be visited were selected from those that offered possible solutions to our site problems. For example, the teams visited the Cabrillo School[10] in San Francisco, California, because it was a two-story school built on a small urban site. After the study trips and meetings, minutes of all the meetings were sent to all team members and to the Superintendent's Staff. Each member received copies of the minutes[11] from all other teams in

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[9]Appendix 8, pp. 103-5.

[10]Appendix 9, p. 106.

[11]Appendix 10, pp. 107-32.

order that the valuable information could be shared. The work of the teams, consequently, showed a thread of commonality. Each team worked to see that the educational specifications reflected the needs of the community in which the buildings were to be placed. Each team member had the opportunity to invite resource persons and/or visitors to any of the meetings. When special teaching areas of the school were being considered, persons with expertise were invited to attend the meetings and give input. Each architect provided information to help the teams make decisions. For example, one architectural firm provided land use drawings at a critical time to show the land utilization using a two-story and a single-story building[12] on a small site. The final decisions were always made by the Board of Education after considering the recommendations of the planning teams. Many team members worked with subgroups selected by them to solve problems that were raised by their team.

The writer sent copies of published articles to

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[12]Appendix 11, pp. 133-43.

all team members in order to help the planning teams build background information. These articles were also sent to all the elementary school principals in the district in order to keep a high level of interest within the elementary school segment.

6. Community Information Input

In order to give each parent the opportunity to voice his opinions in regard to the new school, a parent survey[13] was developed. This form which was printed in Chinese, English, and Spanish was distributed to all parents. The returned forms provided information that was cataloged and given to the individual teams.

The writer conducted a series of meetings in each of the neighborhoods where the elementary schools were to be built. The purpose of these meetings was to help gather information from the communities. The writer then cataloged the information which was transmitted to the planning teams. The special concerns from these meetings were recorded

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[13]Appendix 12, pp. 144-46.

and sent to appropriate offices.[14]

7. Student Information Input

The schools being planned were to house students kindergarten to grade six. It was not felt that the physical presence of students at the team meetings was necessary. All teachers of students in the geographical area to be affected were asked by bulletin[15] to work with their students where they deemed appropriate to ascertain the desires and comments of the students. This information was cataloged and given to each of the planning teams to assist them in their task.

8. School Staff Information Input

In order to give each classified and certificated staff member the opportunity to voice his opinions in regard to the new schools, a school staff member survey[16] was developed. This survey was sent to all staff members throughout the school district. The information from the returned forms was cataloged and given to the individual teams to

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[14]Appendix 13, p. 147.

[15]Appendix 14, p. 148.

[16]Appendix 15, pp. 149-50.

assist them in their task.

9. District Personnel Consultant Teams

A District Personnel Consultant Team was established. The purpose of this team was to give each of the elementary school planning teams direct access to a person who could answer specific questions for the school district. The project teams later were each given a copy[17] of the list. For example, if the question were to involve Intergroup Relations, Dr. Ervin Jackson, Assistant to the Superintendent, Intergroup Relations, would be consulted. If the question posed by the team related to custodial services, they would contact Mr. Albert Artero, Supervisor, Operations Services Section. The writer surveyed each elementary school principal in the area to be affected by the building program to determine his willingness to serve during the planning and construction phases for the new schools. Each of the principals expressed his willingness to participate in the program.[18]

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[17]Appendix 16, p. 151.

[18]Appendix 17, p. 152.

10. Progress Reporting

The writer was responsible for providing that the Superintendent's Staff and the team members be kept informed of the progress being made by the project participants. This was done through a series of written and verbal reports.

11. Writing the Final Educational Specifications Document.

The writer received all the information and rough drafts from each of the team leaders. He served as coordinator and editor of the project, designed the cover of the document, and arranged for all printing. One hundred fifty (150) copies were printed. Each Board of Education member, Superintendent's Staff and team member received a final copy.[19] A copy of the document was sent to each school district that had helped the teams develop their information. Copies were sent to the California State Department of Education, Division of School Planning, for inclusion in their library. This library is used by many school districtsin the state as they work with the state to develop their new schools. A number of copies

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[19]Appendix 18, pp. 153-252.

were kept to be sent to districts who might request the document in the future.

12. Approval of the Educational Specifications by the Board of Education.

The Board of Education studied the educational specifications document as a conference item on July 23, 1974. The board approved the educational specifications on August 6, 1974.

13. Transferring the Educational Specifications into Working Drawings.

It was critical that the work of the architects be monitored in order to insure that the educational specifications were accurately interpreted in the working drawings. On May 1, 1974, the Board of Education appointed Dr. Frank Delavan as the long-term Building Program Manager. His responsibility was to monitor both the elementary and the secondary schools building program. This total program was in excess of $23,000,000.

After Dr. Delavan started his project, the writer met with him many times. Dr. Delavan came to the district from the California State Department of Education. The writer expressed in memorandum

form[20] his concerns to Dr. Delavan regarding this critical transition period after the completion of the educational specifications. After subsequent meetings, the writer offered a plan of action[21] to Dr. Delavan that the writer felt could make the transition from the educational specifications stage to the working drawings stage an easy one. This plan included the necessary budgetary considerations. This plan was adopted and carried out. Rapid implementation was mandatory.[22] The writer, as per the adopted plan, worked with Dr. Delavan through December 31, 1974. The writer will continue to work with Dr. Delavan after the termination of the practicum.

14. California Environmental Impact Statement

In order to conform with the California Environmental Quality Act requirements, it was necessary to file an environmental statement regarding the final building sites. The Sacramento County Counsel, who serves as the attorney for the

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[20]Appendix 19, pp. 253-56.

[21]Appendix 20, pp. 257-59.

[22]Appendix 21, p. 260.

district, ruled that four of the schools were to replace old schools that were to be torn down. Consequently, because these are new structures on existing sites, there is a negative impact on the environment. In the case of the fifth school, the Fairgrounds site is a new site. Therefore, an environmental impact statement[23] was developed, presented to the school board as a conference item on October 14, 1974[24] and filed with the Clerk of Sacramento, William N. Durley, on October 24, 1974. On October 30, 1974, the impact statement was filed with the State of California, Office of Local Assistance.[25]

15. Approval of the Preliminary Plans by the Board of Education.

The architects presented their preliminary plans to the Board of Education on November 18, 1974. At that time, each architectural firm made presentations to the board. Models[26] of the new buildings on specific sites were used as part of

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[23]Appendix 22, pp. 261-65.

[24]Appendix 23, pp. 266-71.

[25]Appendix 24, p. 272.

[26]Appendix 25, pp. 273-75.

the graphics presented by some firms. Other firms used 35mm slides and colored graphic representations.

16. Submission of Preliminary Plans to the State of California.

The preliminary plans were approved for four of our five school projects by the State of California, Office of Local Assistance on December 10, 1974. The fifth school project has only been tentatively approved. This is due to the fact that the school district does not presently own the school site. It will be necessary to go through public condemnation proceedings in order to arrive at a fair market value price and acquire the land. The owner of the property indicated he was willing for the school district to take possession of the property and begin building before the courts arrive at the fair market value.

EVALUATION ACTIVITIES

The evaluation activities for this project were both informal and formal. The informal evaluation was done on a daily and continuing basis in order to make determination whether to continue, modify or discontinue the phase of the project being considered. The Superintendent's Staff was surveyed with a writer developed instrument.[27] Each planning team member was surveyed with a writer developed instrument.[28]

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[27]Appendix 26, pp. 276-77.

[28]Appendix 27, p. 278-80

CHAPTER IV

ANALYSIS OF DATA

This section of the practicum reviews the results of the data obtained from the writer developed survey form[29] for the Superintendent's Staff and the writer developed survey form[30] for the Elementary School Planning Team members. The survey forms were completed by the respondents in December 1974.

Superintendent's Staff

Table 1, Page 41, indicates the results to the question, "How do you feel the following groups were represented?" Of the staff, 83.3 percent responded to these items. Of those responding, 50 percent felt that parents were outstandingly represented; 30 percent felt they were adequately represented; none felt they were inadequately represented; and 20 percent did not know. Of those responding, 50 percent felt the classified employees were outstandingly represented; 10 percent felt they were adequately represented; 20 percent felt they were inadequately represented; and 20 percent did not know. Of those responding, 70 percent felt the certificated employees were outstandingly represented;

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[29]Appendix 26, pp. 276-277.

[30]Appendix 27, p. 278-80

TABLE 1

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S STAFF EVALUATION
OF GROUP REPRESENTATION ON THE
ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS PLANNING TEAMS
DECEMBER 1974

How do you feel the following groups were represented?

	Number or Responses	Percent Responded	Outstandingly	Adequately	Inadequately	Don't Know
Parents	10	83.3	50%	30%	0	20%
Classified Employees	10	83.3	50%	10%	20%	20%
Certificated Employees	10	83.3	70%	20%	0	10%
CEC Representatives	10	83.3	50%	30%	0	20%
Administration	10	83.3	80%	20%	0	0

20 percent felt they were adequately represented; none felt they were inadequately represented; and 10 percent did not know. Of those responding, 50 percent felt the CEC (Certificated Employees Council, the teachers' bargaining groups) was outstandingly represented; 30 percent felt they were adequately represented; no one felt they were inadequately represented; and 20 percent did not know. Of those responding, 80 percent felt the administrator was outstandingly represented; 30 percent felt it was adequately represented; and no one felt it was inadequately represented or did not know.

Conclusion:

The staff appeared to feel that all groups were at least adequately represented. The one item that had an inadequate response referred to classified employees. Employees are placed on committees by negotiation. Each team did have 2-3 classified employees assigned to it.

Table 2, Page 43, indicates the results to the question, "Was the scope of group involvement adequate?" Of the staff, 83.3 percent responded to this item. Of those responding, 70 percent felt the scope of involvement was adequate, and 30 percent did not know.

TABLE 2

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S STAFF EVALUATION
OF THE SCOPE OF GROUP INVOLVEMENT BY THE
ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS PLANNING TEAMS
DECEMBER 1974

Was the scope of group involvement adequate?

Number of Responses	Percent Responded	Yes	No	Don't Know
10	83.3	70%	0	30%

Conclusion:

It would appear that the Superintendent's Staff did feel the scope of the group involvement was adequate.

Table 3, Page 45, indicates the results to the question, "Do you feel that this model for the development of educational specifications through the use of community and staff involvement could be used on another similar project?" Of those responding, 90 percent felt this model could be used with modification; 10 percent felt it could be used without modification; no one felt the model was not applicable or did not know.

Conclusion:

The large percentage of the staff indicating that this model could be used with modifications would appear to be positive in nature. In times of rapid change, very few models can be used in their entirety; they must be modified in order to meet changes in the needs and general receptiveness.

Table 4, Page 46, indicates the results of the question, "How well were you, as a staff member, kept informed of the progress of the planning teams?" Of those responding, 60 percent felt they were kept informed of the progress

TABLE 3

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S STAFF EVALUATION
OF THE APPLICATION FOR SIMILAR PROJECTS OF THE EDUCATIONAL SPECIFICATIONS MODEL
DEVELOPED BY THE ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS PLANNING TEAM,
DECEMBER 1974

Do you feel that this model for the development of educational specifications through the use of community and staff involvement could be used on another similar project?

Number of Responses	Percent Responded	With Modification	Without Modification	Not Applicable	Don't Know
10	83.3	90%	10%	0	0

TABLE 4

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S STAFF EVALUATION
OF REPORTING DONE BY THE ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS PLANNING TEAMS
DECEMBER 1974

How well were you, as a staff member, kept informed of the progress of the planning teams?

Number of Responses	Percent Responded	Outstandingly	Adequately	Inadequately	Don't Know
10	83.3	60%	40%	0	0

in an outstanding manner; 40 percent felt they were kept informed in an adequate manner; no one responded that they were inadequately kept informed or that they did not know.

Conclusion:

It would appear that the methods used to keep the Superintendent's Staff informed were positive in nature.

Table 5, Page 48, indicates that the results to the question, "How would you assess the quality of the Elementary Schools Educational Specifications document?" Of those responding, 80 percent felt the format was outstanding; 20 percent felt it adequate; no one felt it was inadequate or did not know. Of those responding, 70 percent felt the document was outstanding in ease of reading; 30 percent felt it adequate, no one felt it inadequate or did not know. Of those responding, 80 percent felt the content was outstanding; 20 percent felt it adequate; no one felt it inadequate or did not know. Of those responding, 60 percent felt the document had outstanding practical application; 30 percent felt it adequate; no one felt it inadequate; and 10 percent did not know.

Conclusion:

It would appear that the Superintendent's Staff was positive in regard to the format, ease of reading, content,

TABLE 5

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SUPERINTENDENT'S STAFF EVALUATION
OF THE QUALITY OF THE ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS DOCUMENT,
DECEMBER 1974

How would you assess the quality of the Elementary Schools Educational Specifications document?

	Number of Responses	Percent Responded	Outstanding	Adequate	Inadequate	Don't Know
Format	10	83.3	80%	20%	0	0
Ease of Reading	10	83.3	70%	30%	0	0
Content	10	83.3	80%	20%	0	0
Practical Application	10	83.3	60%	30%	0	10%

and practical application of the educational specifications document.

Elementary School Project Teams

Table 6, Page 50, indicates the results of the question asked the Elementary School Project Team members, "You were a member of which team?" Team One had 68.4 percent of its members respond; Team Two had 87.0 percent of its members respond; and Team Three had 64.3 percent of its members respond. Of the possible respondents, 75 percent answered this question.

Conclusion:

In rank order, the highest percentage of respondents were assigned to the following teams:

1. Team Two
2. Team One
3. Team Three

Table 7, Page 51, indicates the results of the question, "Did you serve on the planning team as a parent, teacher, classified employee, certificated employee, architect, CEC member, administrator, or other?" Of the possible responses within the categories, 64.7 percent of the parents, 76.9 percent of the teachers, 50.0 percent of the classified employees, 75.0 percent of the architects,

TABLE 6

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF WHICH TEAM THE MEMBER BELONGED
DECEMBER 1974

You were a member of which team:

	Possible Responses	Number Responding	Percentage Responding
Team One			
Fairgrounds, Washington Schools	19	13	68.4
Team Two			
William Land, Bret Harte, David Lubin Schools	23	20	87.0
Team Three			
Semipermanent Modules	14	9	64.3
TOTALS	56	42	75.0

TABLE 7

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF MEMBER'S ROLE CLASSIFICATION
DECEMBER 1974

Did you serve on the planning team as a

	Possible Responses	Number Responding	Percentage Responding
Parent	17	11	64.7
Teacher	13	10	76.9
Classified Employee	4	2	50.0
Architect	4	3	75.0
CEC Member	3	2	66.7
Administrator	13	12	92.3
Other	2	2	100.0
TOTALS	56	42	75.0

66.7 percent of the CEC members, 92.3 percent of the administrators, and 100.0 percent of the "other" category responded.

Conclusion:

In rank order, the highest percentage of respondents came from the categories:

1. Other
2. Administrator
3. Teacher
4. Architect
5. CEC member
6. Parent
7. Classified employee

All groups represented responded at a high rate of return.

Table 8, Page 53, indicates the results of the question, "Had you previously been a member of a project team to develop educational specifications and/or schools?" Of the 56 possible responses, 42 or 75.0 percent responded. Of those, 40.5 percent indicated yes, they had and 59.5 percent indicated no, they had not previously been a member of a project team to develop educational specifications or schools.

TABLE 8

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF MEMBERS PREVIOUSLY SERVING
ON EDUCATIONAL SPECIFICATIONS AND/OR SCHOOL PLANNING TEAMS
DECEMBER 1974

Had you previously been a member of a project team to develop educational specifications and/or schools?

Possible Responses	Number Responding	Percentage Responding	Percentage of Yes Responses	Percentage of No Responses
56	42	75.0	40.5	59.5

Conclusion:

A high rate of return was experienced on this item. Nearly half of the respondents had had previous experience on either educational specifications or new school planning teams. The survey did not ask on which type of team they had previously served.

Table 9, Page 55, indicates the results to the question, "How do you assess the amount of input gathered from students, parents, teachers, other district employees, and administrators?" Of the 42 persons responding to this question, 33.3 percent of them felt the amount of input gathered from students was outstanding; 38.1 percent felt it was adequate; 16.7 percent felt it was inadequate; and 11.9 percent indicated they did not know. Of the 39 persons responding to this question, 33.3 percent of them felt the amount of input gathered from parents was outstanding; 53.8 percent felt it adequate; 12.8 percent felt it inadequate, and no one indicated they did not know. Of the 41 persons responding to this question, 29.3 percent of them felt the amount of input gathered from teachers was outstanding; 46.3 percent felt it was adequate; and no one indicated it was inadequate or did not know. Of the 42 persons responding to this question, 26.2 percent of them felt the amount of input gathered from other

TABLE 9

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF TEAM MEMBER'S ASSESSMENT OF THE AMOUNT OF INPUT GATHERED
DECEMBER 1974

How do you assess the amount of input gathered from:

	Number of Responses	Outstanding	Adequate	Inadequate	Don't Know
Students	42	33.3%	38.1%	16.7%	11.9%
Parents	39	33.3%	53.8%	12.8%	0
Teachers	41	29.3%	46.3%	0	0
Other district employees	42	26.2%	45.2%	0	4.8%
Administrators	40	42.5%	55.0%	0	2.5%

district employees was outstanding; 45.2 percent indicated it was adequate; no one indicated that it was inadequate; and 4.8 percent indicated they did not know. Of the 40 persons responding to this question, 42.5 percent felt the amount of input gathered from administrators was outstanding; 55.0 percent felt it was adequate; no one felt it was inadequate; and 2.5 percent indicated that they did not know.

Conclusion:

The surveyed group indicated that the amount of input gathered from students, parents, teachers, other district employees, and administrators was outstanding or adequate. Due to the fact that nearly 29 percent of those responding indicated that they did not know, or the input was inadequate, regarding input from students, this area should be studied before starting similar planning teams. Nearly 13 percent of those responding indicated that the amount of information garnered from parents was inadequate; because of this, it would be necessary to evaluate the method of contacting parents in order to ensure proper input.

Table 10, Page 57, indicates the responses to the question, "Now that you have worked with the project team, if another project were to come along, would you be willing to again serve?" Of the 42 respondents, 80.9 percent indicated

TABLE 10

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF MEMBER'S WILLINGNESS TO SERVE ON ANOTHER PROJECT TEAM
DECEMBER 1974

Now that you have worked with the project team, if another project were to come along, would you be willing to again serve?

Number of Responses	Yes	No	Don't Know
42	80.9%	2.4%	16.7%

they would be willing to serve; and 16.7 percent indicated they did not know whether or not they would be willing to serve.

Conclusion:

It would appear that the respondents were positive about the project teams and would be again willing to serve.

Table 11, Page 59, indicates the results to the question, If we were to start a project team again, would you suggest that we: continue without modification, continue with slight modification, continue but drastically modify, would not use the team method, don't know?" Of the 41 responses, 36.6 percent indicated they would continue the project team without modification; 51.2 percent indicated they would continue the team with slight modification; 2.4 percent indicated they would continue the team with drastic modification; no one indicated they would not use the project team method; and 9.8 percent indicated they did not know.

Conclusion:

A high percentage, 87.8 percent of the respondents indicated they would continue the project team approach to developing educational specifications without modification or with slight modification. It would appear that these responses are positive.

TABLE 11

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF FUTURE PROJECT TEAM MODIFICATION
DECEMBER 1974

If we were to start a project team again, would you suggest that we:

	Number of Responses	Percentage of Responses
Continue without modification	41	36.6
Continue with slight modification	41	51.2
Continue but drastically modify	41	2.4
Would not use the project team method	41	0
Don't know	41	9.8

Table 12, Page 61, indicates the results to the question, "Assess your effectiveness in communicating school related issues with peers, friends, and neighbors." Before starting on the teams the 42 responses indicated on a weighted scale, 55 for very good, 69 for good, 8 for inadequate, and no one marked the don't know category. The total weighted score before starting on the team was 132. After working on the team the 42 responses indicated on a weighted score, 95 for very good, 63 for good, 2 for inadequate, and no one marked the don't know category. The total weighted score after working with the team was 160. The difference was 28.

Conclusion:

It would appear that there was growth of a positive nature in the respondents' assessment of their communicating of school related issues. The largest gain in categories came in the "Very Good" response category.

Table 13, Page 62, indicates the results to the questions "Do you feel your suggestions were heard and reflected in the printed educational specifications book?" Before starting on the team the 42 responses indicated on a weighted scale, 96 for Yes, 18 for 2, 30 for 3, 12 for 4, and no one marked the No category. After working on the

TABLE 12

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF EFFECTIVENESS IN COMMUNICATING RELATED
SCHOOL RELATED ISSUES WITH PEERS, FRIENDS, AND NEIGHBORS,
DECEMBER 1974

Assess your effectiveness in communicating school related issues with peers, friends, and neighbors:

	Number of Responses	(5) Very Good	(3) Good	(1) Inadequate	(0) Don't Know	Total Weighted Score
Before starting on the team	42	55	69	8	0	132
After working on the team	42	95	63	2	0	160
					DIFFERENCE	28

TABLE 13

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF FEELINGS RELATED TO THE
TREATMENT OF MEMBER'S SUGGESTIONS
REGARDING THE PRINTED EDUCATIONAL SPECIFICATIONS BOOK
DECEMBER 1974

Do you feel your suggestions were heard and reflected in the printed educational specifications book?

	Number of Responses	(6) Yes	(5) 2	(4) 3	(3) 4	(6) NO	Weighted Score
Before starting on team	42	96	18	30	12	0	156
After working on a team	42	144	75	8	0	0	227
					DIFFERENCE		71

team, the 42 respondents indicated on a weighted scale, 144 for Yes, 75 for 2, 8 for 3, and no one marked the 4 or No category. The total weighted score after working with team was 227. The difference between the before starting on team (156) and after working with team (227) was 71.

Conclusion:

It would appear that there was growth of a positive nature in the respondents' assessment of their feelings of whether or not their suggestions were heard and indicated in the printed educational specifications book. It would appear that the confidence in this team method of developing educational specifications did increase after working on a team.

Table 14, Page 64, indicates the results to the question, "If you are not a school employee, did you understand how schools function before starting on a team?" The 11 responses indicated on a six point scale from Yes to No, 8 for Yes, 2 for 2, 1 for 3, and no one marked 4, 5, No or Don't Know.

Conclusion

It would appear that these non-school employees were selected from a group of people who were well oriented as to how schools function.

TABLE 14

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
NON-EMPLOYEE TEAM MEMBER RESPONSE
TO UNDERSTANDING OF SCHOOL FUNCTIONINGS
BEFORE STARTING ON THE PLANNING TEAM
DECEMBER 1974

If you are not a school employee, did you understand how schools function before starting on the team?

Number of Responses	Yes	2	3	4	5	No	Don't Know
11	8	2	1	0	0	0	0

Table 15, Page 66, indicates the results to the question, "Do you understand the state's role in the replacement of non-earthquake safe schools?" Before starting on the team the 42 responses indicated on a scale of Yes to No, 90 for Yes, 40 for 2, 40 for 3, 27 for 4, and no one marked No or Don't Know. After serving on the planning team the 42 responses indicated 192 for Yes, 40 for 2, and no one marked 3, 4, No or Don't Know. The difference in the before training weighted score (197) and the after training weighted score (242) was 45.

Conclusion:

It would appear that the group members did feel they better understood the state's role in the replacement on non-earthquake proof schools. There was marked improvement in the Yes and 2 category after serving on the team.

Table 16, Page 67, indicates the result to the question, "How would you assess the quality of the Elementary School Educational Specifications document?" Of those 42 or 75 percent responding, 61.9 percent felt the format was outstanding, 35.7 percent felt it adequate, no one felt it inadequate and 2.4 percent did not know. Of those responding, 57.1 percent felt the document was outstanding in ease of reading; 40.5 percent felt it adequate; no one

TABLE 15

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
OF UNDERSTANDING OF STATE'S ROLE IN THE
REPLACEMENT OF NON-EARTHQUAKE SAFE SCHOOLS
DECEMBER 1974

Do you understand the state's role in the replacement of non-earthquake safe schools:

	Number of Responses	(6) YES	(5) 2	(4) 3	(3) 4	(2) NO	(0) Don't Know	Weighted Score
Before starting on the team?	42	90	40	40	27	0	0	197
After working on the team?	42	192	50	0	0	0	0	242
							DIFFERENCE	45

TABLE 16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PLANNING TEAM'S RESPONSE
ON THE ASSESSMENT OF THE QUALITY OF THE
EDUCATIONAL SPECIFICATION DOCUMENT
DECEMBER 1974

How would you assess the quality of the Elementary School Educational Specifications document?

	Number of Responses	Percent of Responses	Outstanding	Adequate	Inadequate	Don't Know
Format	42	75.0	61.9%	35.7%	0	2.4%
Ease of Reading	42	75.0	57.1%	40.5%	0	2.4%
Content	42	75.0	66.7%	28.6%	0	4.8%
Practical Application	42	75.0	64.3%	26.2%	2.4%	7.1%

felt it inadequate; and 2.4 percent did not know. Of those responding, 66.7 percent felt the content of the document was outstanding; 28.6 percent felt it adequate; no one felt it inadequate, and 4.8 percent did not know. Of those responding, 64.3 percent felt the practical application of the document was outstanding; 22.6 percent felt it adequate; 2.4 percent felt it inadequate and 7.4 percent indicated they did not know.

Conclusion:

It would appear that the team members responses were positive in regard to format, ease of reading, content, and practical application.

Project Goals

The project goals are listed in numerical order. Under each goal, the result of the effort to accomplish is recorded.

(1) By January 15, 1974, three (3) elementary school planning team leaders will be appointed. This number will be expanded as the Board of Education later determines the exact number of needed team leaders.

Four (4) elementary school planning team leaders were recommended by the writer and approved by the Board of Education of the Sacramento City Unified School District. They were as follows:

a. Mr. John Cochrane
Principal
Bret Harte Elementary School

b. Mr. Alfred Negrete
Principal
Collis P. Huntington Elementary School

c. Mrs. Gladys Peng
Principal
William Land Elementary School

d. Mrs. Sally Scott
Principal
Camellia Elementary School

(2) By March 1, 1974, procedures will be established whereby a list of preferred architects can be presented to the Board of Education for final selection.

Procedures were established whereby a list of preferred architects were presented to the Board of Education for final selection. Architects from throughout the State of California were contacted and notified that the Sacramento City Unified School District

would be selecting architects for their proposed building projects. A suggested evaluation criteria for the selection of an architect form was developed by the writer to help screen architects. An architect selection committee was appointed. The committee was made up of lay members, teachers, principals, and Superintendent Staff members. This committee was chaired by Dr. John D. Meyer, Director of Facilities Planning. The original group of architects numbered 35. From these 35, using the criteria sheet that had been developed, eight finalists were selected to be presented to the Board of Education. During this presentation, each architectual firm was asked to bring examples of their work as well as prepare a slide presentation that would indicate the qualifications of their company to bid for the various school building projects. The Board of Education of the Sacramento City Unified School District awarded contracts to the following companies to provide architectual services:

a. To the firm of Stafford and King, plans for a K-3 school for use on the Washington and Fairgrounds sites.

b. To the firm of Kado and Bowles, plans for a K-6 school for use on the William Land, Bret Harte, and David Lubin sites.

c. To the firm of Higgins and Davison, a modular type of classroom to supplement the basic schools at Bret Harte and David Lubin, and for use on other sites if necessary.

d. To the firm of Unger and Blurock, the development of plans for the remodeling of Crocker Elementary in conjunction with their design for rebuilding California Junior High School.

(3) By March 1, 1974, all elementary school planning teams will be established. These teams will be made up of representative staff members and citizens.

By March 1, 1974, all elementary school planning teams were established. These teams and members selections were as follows:

a. TEAM 1

FUNCTION: To develop educational specifications for Fairgrounds and Washington schools

Team Leader

Sally B. Scott, Principal,
Camellia Elementary School

Parents

William Aguirre
Martha Freeman
Carol Garrett
Stephanie Noble
Al Patrick
Rosemary Rasul
Martha J. Reid

Pupil Personnel Services

Annie Kay, Counselor
Jerry Marquart, Psychologist
Ellen Undhjem, School Nurse

Teachers

Reba Barton, Phoebe A. Hearst Elementary School
Lillian Passmore, Coloma Elementary School

Certificated Employees Council

Olivia Rodriguez, Earl Warren Elementary School

Custodial Manager

Albert Artero, Maintenance and Operations Services

Administrators

Alfred Negrete, Principal, Collis P. Huntington Elementary School
June Powers, Supervisor, Children's Center Section
William Walcott, Principal, Coloma Elementary School
Elvie C. Watts, Director, Early Childhood Education

Project Coordinator

Robert F. Davis

Facilities Planning Department

John D. Meyer

Architect

Gordon King, Stafford King & Associates

b. TEAM 2

FUNCTION: To develop educational specifications for Bret Harte, David Lubin, and Willian Land

Team Leader

Gladys Peng, Principal William Land Elementary School

Parents

Kumi Adachi
Edith Brennan
Kenneth Cassell
Margie Harris
Edna Lee
Ralph Sotelo

Teachers

Marguerite Bell, William Land
Elementary School
William Chase, Bret Harte Elementary
School
Marylou Colombo, David Lubin
Elementary School
Robert Corby, Newton Booth
Elementary School
Patricia Eipper, David Lubin
Elementary School
Jack Leathem, Newton Booth
Elementary School

Certificated Employees Council

Louise Luther, William Land
Elementary School

Custodial Manager

John Sanfilippo, William Land
Elementary School

Administrators

John Cochrane, Principal, Bret
Harte Elementary School
Lee Lurty, Principal, Newton Booth
Elementary School
John Mamola, Principal, Fremont
Elementary School
Vern Steyer, Representative,
Special Education Department
Raymond Vonasek, Principal, David
Lubin Elementary School

Project Coordinator

Robert F. Davis

Director of Facilities Planning

John D. Meyer

Architects

Chester Bowles, Jr.
Edwin Kado
Richard Teramoto

c. TEAM 3

FUNCTION: To develop educational specifications for semipermanent modules to be constructed in locations where needed.

Team Leader

John M. Cochrane, Principal, Bret Harte Elementary School

Parents

Edith Brennan
Beatrice Cisneros
Walter Mae Kikes
June Wong

Teachers

Dorothy Anderson, David Lubin Elementary School
William Chase, Bret Harte Elementary School
Margie Harris, School-Community Worker, Bret Harte Elementary School

Certificated Employee Council

Carolyn Torgerson, Isador Cohen Elementary School

Administrators

John D. Meyer, Director, Facilities Planning and Construction Services Department
Vern Steyer, Representative, Special Education Department

Lloyd Tunstall, Principal, Sierra Elementary School
Ray Vonasek, Principal, David Lubin Elementary School

Project Coordinator

Robert F. Davis

Director of Facilities Planning

John D. Meyer

Architects

George Higgins and Don Davison
Higgins and Davison Architectural Firm

(4) By March 1, 1974, the writer will have visited six (6) school districts to investigate proper study trips to be taken by elementary school project teams.

By March 1, 1974, the writer visited the following school districts to investigate proper study trips to be taken by the elementary school project teams:

a. January 30, 1974

Grass Valley Elementary School District
Grass Valley, California

b. February 5, 1974

Nevada City Joint Elementary School District
Nevada City, California

c. February 15, 1974

San Jose Unified School District
San Jose, California

d. February 22, 1974

Truckee Unified School District
Truckee, California

e. February 25, 1974

Rio Linda Elementary School District
Rio Linda, California

f. February 26, 1974

San Rafael Unified School District
San Rafael, California

g. February 27, 1974

San Francisco Unified School District
San Francisco, California

h. February 28, 1974

Moraga Elementary School District
Moraga, California

(5) By April 1, 1974, all project team leaders will have visited three (3) school districts to observe new educational facilities as verified by log.

By April 1, 1974, all project team leaders visited the following three (3) school districts to observe new educational facilities:

a. February 28, 1975

Grass Valley Elementary
School District
Grass Valley, California

b. March 8, 1974

San Francisco Unified School
District
San Francisco, California

c. March 14, 1974

Rio Linda Elementary School
District
Rio Linda, California

(6) By April 1, 1974, all project team members will have visited two (2) school districts to observe new educational facilities as verified by log.

By April 1, 1974, a majority of the project team members visited new educational facilities in the following school districts:

a. March 26, 1974

Grass Valley Elementary
School District
Grass Valley, California

b. April 4, 1974

San Francisco Unified School
District
San Francisco, California

c. April 18, 1974

Rio Linda Elementary School
District
Rio Linda, California

(7) By June 1, 1974, each project team will have met as a group with the architect twelve (12) times as verified by log.

Each project team met with the architect on the following dates:

a. TEAM 1

March 18, 25; April 1, 15, 22, 29; May 6, 13, 16, 20, 23, 30, and 31, 1974

b. TEAM 2

March 19, 26; April 2, 16, 23, 30; May 7, 14, 16, 21, 28, 30, and 31, 1974

c. TEAM 3

March 20, 27; April 3, 17, 24; May 1, 8, 15, 16, 22, 29, 30, and 31, 1974

All meetings were scheduled on demand as well as the regular schedule of Team 1, Mondays; Team 2, Tuesdays; and Team 3, Wednesdays.

(8) By July 1, 1974, completed sets of educational specifications for each of the elementary projects will be presented to the Superintendent for action.

The completed educational specifications were presented to the Superintendent's Staff on July 17, 1974.

(9) By January 1, 1975, the writer and the teams will have developed an environmental impact statement.

The writer and the teams developed environmental impact statements that were presented to the Board of Education as a conference item on October 14, 1974.

(10) By January 1, 1975, the preliminary school plans will have been submitted to the State of California, Division of School Planning for loan approval.

The preliminary school plans were presented to the State of California, Division of School Planning on December 2, 1974. The preliminary plans were subsequently approved.

(11) By January 1, 1975, the writer will have attended twelve (12) Sacramento City Unified School District Board meetings as verified by log.

The writer attended meetings of the Board of Education of the Sacramento City Unified School District on the following dates:

January 28, 1974
February 4, 5, 11, and 25, 1974
March 4 and 18, 1974
April 1, 15, and 22, 1974
May 6 and 20, 1974
June 3 and 17, 1974
July 9 and 29, 1974

(12) By March 1, 1975, a final report of this practicum will be submitted to Nova University for evaluation.

The final practicum report was submitted to Nova University during the month of February 1975.

Project Goals Evaluation

In the opinion of the writer, all 12 goals written in the practicum proposal were completed in a satisfactory manner.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this practicum was to devise and coordinate a plan whereby educational specifications and preliminary building plans could be developed through the use of citizen and staff involvement. The practicum was to ensure that plans for six to eight contemporary schools could be built from the educational specifications and preliminary plans evolved from the efforts of citizens, students, architects, classified and certificated employees. The practicum was to be carried out during the 1974 calendar year. The practicum was made up of the following components: (1) Selection of Architects, (2) Selection of Project Teams, (3) Team Meetings, (4) Writing and Printing the Educational Specifications, (5) Transition of the Educational Specifications into Preliminary Plans, (6) Approval of the Plans by the State of California, (7) Approval of the Project by the Community School Board, School Employees, and the Superintendent's Staff. The practicum is designed not as a model for all districts to follow. It only is intended as a report of what was done in Sacramento, California; it is anticipated that the practicum will be of value to other school districts and individuals who have similar situations.

DISCUSSION OF RESULTS OBTAINED

The practicum did accomplish all that the writer set out to do. The components of the practicum were accomplished in a satisfactory manner. This fact is borne out by the letters[31] written by those selected to monitor the project. The result of the survey of the Superintendent's Staff was positive. The evaluation of the project by parents, employees, and other team members was positive.

The survey of parents, students, and staff members was an integral part of the practicum. It was necessary to pursue a slightly different avenue than the writer had originally anticipated when surveying parents. The Board of Education for the Sacramento City Unified School District labored more than six years to reach community agreement as to the geographical location in which these new schools would be constructed. The political ramifications of such a project are ones that are not immediately evident. Many of the political nuances are not written but have direct bearing on that which is being attempted. Consequently, as previously stated, the survey did take a form different from that originally planned. Changes of this nature only bring out the critical nature of constant evaluation of the project.

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[31]Appendix 28, pp. 281-84.

The time schedule for the practicum worked very well. A record of time spent by the writer was not kept. The time estimated by the writer to complete the practicum, 100 man days, was exceeded by approximately 50 percent. The time estimated to write the final report, 20 man days, was correct.

This practicum has served the school district well. It is an example of how a practicum can be designed, implemented, and evaluated in a positive manner. The fact that the school district is contemplating two new elementary, two middle schools, and one high school that will follow the planning procedures outlined in this practicum is evidence of the worth of the practicum.

RECOMMENDATIONS

Based on this practicum that had a length of one year, the following recommendations are offered:

(1) Better use of the media, newspapers, television, and radio in order to keep the public informed should be considered.

(2) After the completion of the educational specifications, a better system of keeping the staff, classified, and certificated

informed of the progress being made in the building program.

(3) All files relating to the project should be placed in the Research and Development Department of the Sacramento City Unified School District to be used as a reference when the practicum concepts are again used.

(4) A random sample of community members should be established by the Research and Development Department of the Sacramento City Unified School District for use in further application of this practicum concept.

BUDGET

The following budget was approved by the Superintendent's Staff. Column 1 indicates the amount of the appropriation. The expenditures are listed in Column 2. The amount remaining that was returned to the school district's general fund is indicated in Column 3.

Field Act Charges	Column 1	Column 2	Column 3
Duplicating	$ 800.00	$ 768.00	$ 32.00
Postage	50.00	50.00	-0-
Telephone Installation	8.50	8.50	-0-
Team Leaders Stipend	4,000.00	4,000.00	-0-
Stenographer	2,250.00	1,497.00	753.00
In-District Travel	500.00	267.80	232.20
Out-of-District Travel	2,500.00	1,189.90	1,310.10
Small Equipment	100.00	5.95	94.05
Substitutes			
Certificated	3,100.00	940.00	2,160.00
Classified	450.00	190.00	260.00
Overtime			
Classified	750.00	172.40	577.60
Telephone			
Long Distance	200.00	46.49	153.51
Consultants	400.00	136.50	263.50
Supplies and Expenses	600.00	442.91	157.09
	$15,708.50	$9,715.45	$5,993.05

From the above information, one can see that the writer stayed well within the budget allowed while accomplishing the assigned task.

SUMMARY

The practicum began in January, 1974, with the assigning of the writer, an elementary school principal, to lead project teams to develop educational specifications for five new elementary schools in the Sacramento City Unified School District. Citizens, students, teachers, and staff were surveyed to gain their concerns and suggestions regarding the new schools. The teams worked to complete the printed document by July 1, 1974. The writer worked with a person named by the Board of Education to see that teams continued to work with architects to see that the educational specifications were accurately represented in the drawings produced by the architects. Environmental impact studies were made to assess the effect the new schools would have on the environment. By the end of the calendar year 1974, the Board of Education and the State of California had accepted the preliminary plans for the five new schools. This practicum has served as a valuable part of the process of building school buildings that reflect the needs of the community and staff. Through this involvement process, Sacramento will have well-accepted community schools that will meet community, students, and staff needs during the ensuing 50 years.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT 89

MEMORANDUM

TO: All Elementary School Planning Team Leaders

DATE: March 11, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: TIMELINE, STATEMENT OF PLAN, AND ORGANIZATION CHART REGARDING ELEMENTARY SCHOOL PROJECT TEAMS, 1974

The following information will aid you in your capacity as a team leader. We will have to maintain a tight schedule in order to complete our assignments. I am sure we can meet this challenge.

RFD:ps

Attachments

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Facilities Project Team Leaders and Team Members

DATE: March 11, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: TIMELINE FOR DEVELOPING THE EDUCATIONAL SPECIFICATIONS - ELEMENTARY SCHOOLS

Listed below are some initial dates that have been identified at this time for completing various phases of the educational specifications development for the elementary schools. There are other dates that will be needed to complete this timeline. We will keep you informed of the modifications as they become necessary.

February 20, 1974	Meet with team leaders for orientation
February 21, 1974	Interview and selection of architects
February 22, 1974	Interview and selection of architects
February 27, 1974	Meet with team leaders, 8:15
March 4, 1974	Selection of architects by the Board of Education
March 5, 1974	Consolidate planning teams
March 11, 1974	Organizational meeting. Meet with team leaders
March 13, 1974	Meet with team architects
March 15, 1974	All planning teams to be completed
March 18, 1974	First meeting of Team 1 (Washington School, Fairgrounds)
March 19, 1974	First meeting of Team 2 (William Land, Bret Harte, David Lubin)
* March 20, 1974	First meeting of Team 3 (Modules, portable structures)
April 8 - 12, 1974	Easter Vacation
April 24, 1974	Progress report to superintendent's staff
May 29, 1974	Completion of input from teams
May 31, 1974	First drafts from team leaders
June 7, 1974	Type and edit first drafts

* Each team will meet on a weekly basis through May 29, for a total of not less than 10 meetings.

June 12, 1974	Progress report to superintendent's staff
June 21, 1974	Revision and final drafts of educational specifications
June 26, 1974	Approval of educational specifications by staff and board. Authorize preliminary drawings.
June 28, 1974	Review of preliminary drawings and working with the architect.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

92

TO: All Elementary Teams

DATE: February 19, 1974

FROM: Robert F. Davis
Coordinator
Elementary Schools Project Teams

SUBJECT: COMPOSITION OF PLANNING TEAMS

Team Leader (1)

Administrative Representatives (2)

Parents (2)

CEC Representatives (1)

Teachers and Other Staff (4)

Custodian (1)

Coordinator (1)

RFD:ik

APPENDIX 3

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

93

TO: Personnel Listed Below DATE: February 13, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: ARCHITECT SELECTION FOR ELEMENTARY SCHOOLS

The following times have been scheduled to screen and select architects for the Elementary Schools Building Program:

Thursday, February 14, 1974 - 1:00-3:00 p.m., Room 102, Personnel Conference Room
Screen Architects Applications

Thursday, February 21, 1974 - 9:00 a.m.-5:00 p.m., Board Room
Interview Architects

Friday, February 22, 1974 - 9:00 a.m.-5:00 p.m., Board Room
Interview Architects

RFD:ps

Dr. John D. Meyer, Director,Facilities Planning, Chairman
Mr. Joseph H. Lynn, Deputy Superintendent
Dr. Russell R. Kircher, Assistant Superintendent, Elementary Schools Office
Mr. Herman L. Pede, Assistant Superintendent, Business Services Office
Mr. John M. Cochrane, Principal, Bret Harte Elementary School
Mr. Robert F. Davis, Principal, Hubert H. Bancroft Elementary School
Mr. Benjamin G. Neff, Principal, Isador Cohen Elementary School
Mr. William O. Chase, Staff Member, Bret Harte Elementary School
Ms. Carolyn Torgerson, Staff Member, Isador Cohen Elementary School
Mrs. Marie Tevis, Lay Member, Newton Booth Elementary School
Mrs. Edna Lee, Lay Member, William Land Elementary School
Mrs. Charlotte Del Gado, Lay Member, Washington Elementary School
Dr. Edward B. Fort, Superintendent, Ex-Officio

Sacramento City Unified School District
Facilities Planning & Construction Services

SUGGESTED EVALUATION CRITERIA FOR THE SELECTION OF AN ARCHITECT

Factors in Evaluation:

A. Professional Qualifications

1. Professional Training and Licensing:

   Is the principal architect well-qualified by virtue of training and proper licensing for this kind of work?

2. Professional Experience:

   Has this architectural firm performed work which qualifies it to undertake this job?

3. Design Experience:

   Specifically, has this firm been in responsible charge of the design of a project such as we plan?

4. Job Captain Qualifications:

   Is the member of the firm assigned responsibilities for developing the design qualified and available for consultation with our planning committees?

B. Staff Adequacy

5. Size and Composition:

   Does the architectural firm have an adequate number of qualified employees to perform the anticipated tasks?

6. Consultant Services:

   Does the architectural firm have access to responsible consultants such as structural engineers, acoustical engineers, etc., who can provide essential expertise in the design process?

7. School Facilities:

   Has this architectural firm designed a school comparable to that which we plan?

8. Other Facilities:

   Has this architectural firm been responsible for the design of a project which compares to the project under consideration in size and complexity?

D. Planning Proficiency

9. Evidence of Flexibility:

Is the architectural team willing to design into the building educational program requirements which may be different from those used in other jobs?

10. Imagination, Creativeness and Artistry:

Does the architectural firm show that it will bring the capability of unique and artistically tasteful solutions to our building problems?

11. Interpretation of Educational Specifications:

Does this firm indicate an ability to correctly interpret the statements of educators?

12. Budget and Economy:

Is there evidence that the architectural firm is cost-conscious and able to design a school within our stringent budget?

13. Meeting Scheduled Times:

Is there an indication that the work load of the architectural firm is such that a representative will be able to meet with the district planning committees on a frequent basis?

14. Cooperation with the District:

Is there good evidence that the architectural firm recognizes the role of the district as "owner" and is willing to make every effort to meet the district's needs?

E. Supervision of Construction

15. Relationship with Contractors and Engineers:

Can the architect indicate a good working relationship in the past with construction personnel?

16. Follow-Through During a Guarantee Period:

Does the architect have a record of consistent support of the owner in requests for redress of imperfections in the construction?

RFD:sm
12/28/71

Sacramento City Unified School District
Facilities Planning & Construction Services

Sheet No._____
Date_____

ARCHITECT SELECTION RATING FORM

EVALUATION CRITERIA FOR THE SELECTION OF AN ARCHITECT

Name of Firm	Professional Qualifications	Staff Adequacy	Planning Proficiency	Supervision of Construction	Final Score	Comments
1.						
2.						
3.						
4.						
5.						
6.						

General Notes

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Please rate each item on a scale of 1 (low) to 10 (high)

Evaluator_____

APPENDIX 6

Elementary School Planning Teams
Team No. 1 97
Fairgrounds - Washington School
Washington School, Room 26
Monday, May 20, 1974
4:00 p.m.

AGENDA

4:00 - Call to Order -- Sally B. Scott

- Approval of Minutes

- Special Education Highlights -- Vern Steyer, Coordinator, Mentally Gifted Program

- Keeping Us Posted -- Al Negrete

- What We Saw in San Francisco -- Committee

- Special Relationships -- Gordon King

- Adjournment

SBS:sm

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

98

TO: All Participants DATE: April 1, 1974

FROM: Team Leaders

SUBJECT: FIELD TRIP, SEVEN HILLS SCHOOL, NEVADA CITY, CALIFORNIA

The attached plan and notes are from a visit recently made to the school you will be visiting this morning. Mr. Bill Gallagher, principal, will conduct your tour.

This school is offered not as model but rather as examples of features that might be included in our schools. The architects were Higgins and Davison.

You should pay particular attention to space dividers, acoustical treatment, colors, lighting and interesting treatment of areas that are the most interesting to you.

Even though you may not be interested in something, catalog it; you might later find it valuable in your decision-making.

Please pay particular attention to the affective (feelings and attitudes) of the students. The cognitive (fact learning) is very important, but not the only responsibility charged the school.

In the afternoon we will visit the Isadore Cohen School. This team teaching, multi-graded, K-6 school is now principaled by Mr. Al Hollander. We will see the regular building as well as a semi-permanent building designed for team teaching.

The architects for the main building are Dreyfuss and Blackford. The architects for the portable are Higgins and Davison.

The portable classrooms were remodeled from four of the oldest portables in the district and received national recognition for its design implementation.

RFD:sm

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SEVEN HILLS MIDDLE SCHOOL
NEVADA CITY

This school was visited by Mr. Davis and Mr. Anderson on January 30, 1974. Grades four through eight are housed in the school and students are ability-grouped -- four per grade level in math and reading. They have a traditional schedule:

- study hall three days a week
- two days a week the last period is devoted to free teacher use; they appreciate this very much
- a student may be excused from his study hall to see any teacher
- teachers have no preparation periods; they teach seven classes a day.

The population is 600, with a six to seven percent growth rate per year, which is a concern to them. Grades K through three are housed in an old building in another part of town.

The top teaching salary is $12,500.

Folding Doors: They never use one separating the staff room from the outside door in the kitchen. All walls are heavy-duty vinyl; one can pin anything up on any walls. The school has interesting ceiling treatment.

Supply Room: The steel shelving is so strong that one can climb on it. They have racks for butcher paper of different colors.

There is a $10.00 per student instructional supply fund. The centralized public address system is excellent. The staff is 50-50, men and women.

There is no official counseling program. They free teachers for this purpose. There is only one counseling room (they need two) for 600 students. It is used by the psychologists, etc., as well.

Office Area: The nurse, the counselor, and the principal are in one space block. There is a small custodial room. Around the corner are located the copy machines. The shelves are on runners, and they take up only 36" when all are shoved together. Five double shelves take up a total of 15 feet (interesting conservation of space).

Planning: Teachers had a chance for considerable amount of input during the planning period.

Library: The library has 1,400 square feet. It is open before school and all day. It is manned by a clerk and circulates about 600 books per week. It is carpeted.

Air-conditioning: The units are on the roof in the middle wing. Classrooms

are not air-conditioned, which is a problem in September and June.

Lockers: Only 7th and 8th graders are issued lockers. 6th graders have a lot of trouble with them, the principal states.

Walls: They have both movable and stationary walls -- about 50-50. Some teachers team and some don't Every teacher wants to be alone with his kids once in a while. There is 975 square feet per classroom.

Playground: There is a lot of rain. (slide: classroom) (slide: plaster can come out to snub onto the building for expansion)

Classrooms: Given the opportunity, they wouldn't have soap dispensers. Toilet paper on a roll is hard to pull.

Folding Wal's: They are found from room to room. Warning: Avoid the type of door involving a cable. They have constant problems in this regard.

Social Study Unit: There are four rooms. There is a quiet room at the end for use by learning disability groups. The center portion or resource center gets heavy use (slide).

Landscaping: Civic groups accomplished this.

Design for Walks: It is very important that the routes be direct or students will find the shortest way between two points.

Gymnasium: Both boys and girls have folk dancing in the 6th grade. The importance of a small buffet area here was emphasized, including a stove, sink, and counters. They sell milk and ice cream here at noon. There is no cafeteria in the school; there is a slop sink. Civic groups can use this small buffet area when they use the gym.

Sports: Little League uses the facilities and a one cent recreational tax is levied for general community use.

An interesting feature in the school is that drinking fountains run all the time! There are two by the gym, and they feel one would be enough.

Locker Room: It is small, includes teacher showers, and can be isolated from the rest of the school. It is 24' by 30'. There are two gang showers with outlets, two for the boys and two for the girls.

There is a TMR building on the campus which is completely separate and built for 24 students. It has a shower, and students have little contact with the others.

They have one portable. The school is carpeted.

Stage: The folding door use here was described as "just great" -- it is made of heavy wood. There is a ramp for moving pianos to the stage door.

Storage under the stage is provided for chairs. It will hold 200 (slide). Doors swing up and slide parallel to the floor, allowing easy access to the opening. The furniture in the gym includes benches with backs which become part of a table. Manufacturer: Sico. These require no maintenance, cost about $80.00 a unit, and are excellent. The curtain is made of fishnet and has vinyl at the bottom.

The intercom system is good, but they feel a need for an outlet in the custodial room. There is no storage for music, since it is an expensive type of storage to provide. The school features demountable walls, should more openness be desired.

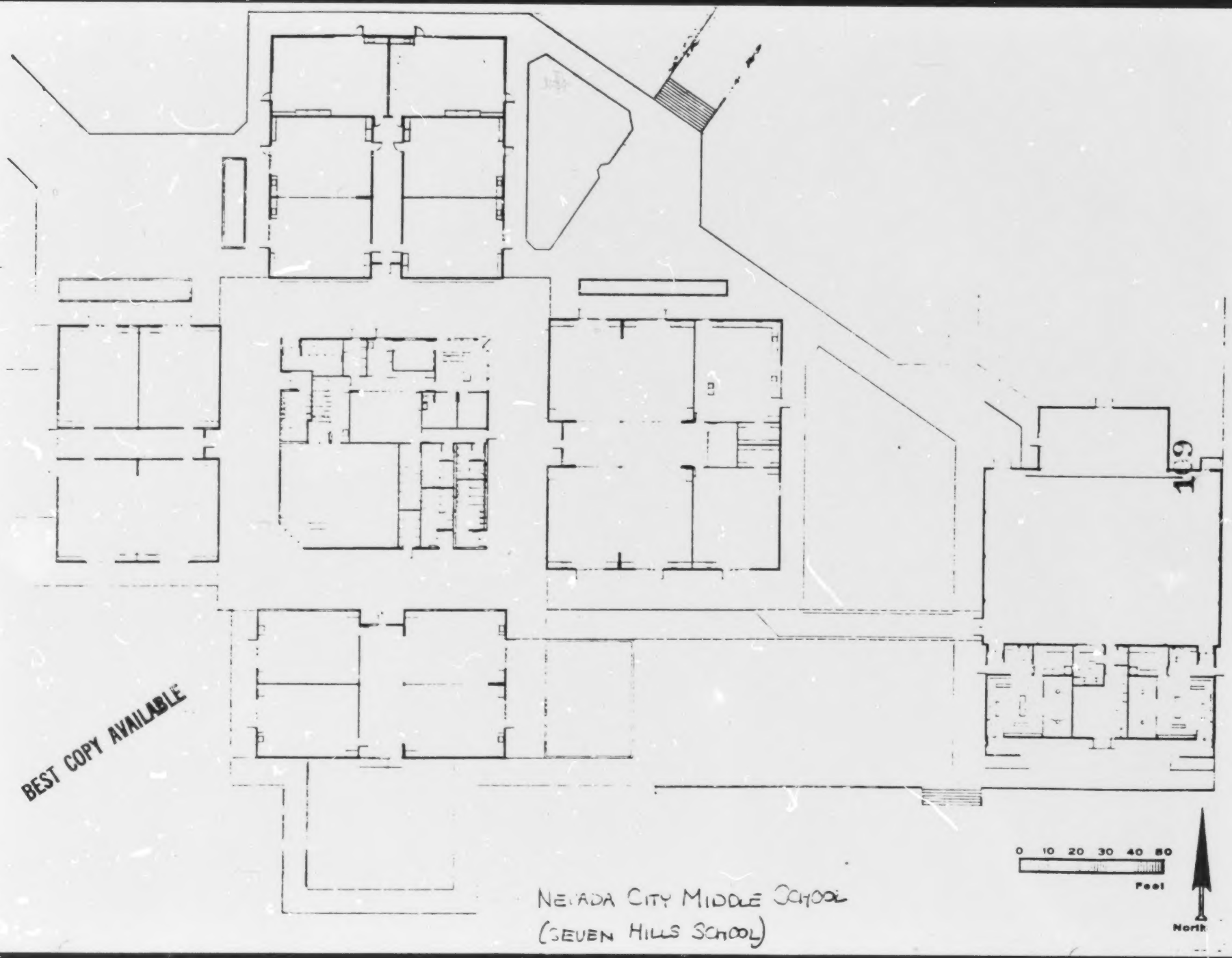
Science: They teach a great deal of ceramics. There are sinks at two sides. They should have 30 stations, but they couldn't afford them. There are tables for two.

Two Wings with Hallways: They wouldn't have these if they were reconstructing the buildings. The 4th and 5th grades are housed here. Two rooms are contained, but the wall can be removed. The windows generally are areas of glass extended up the side and over doorways.

This school has had a lot of trouble with the sidewalks.

There is no home economics and no shop.

JCA:sm



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NEVADA CITY MIDDLE SCHOOL
(SEVEN HILLS SCHOOL)

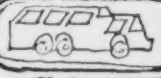
Field Trip : MAY 16, 1974
SAN FRANCISCO

8 AM
9 AM
10 AM
11 AM
NOON
1 PM
2 PM
3 PM
4 PM
5 PM

Leave: LINCOLN SCHOOL
8:00 AM
sharp!
enter parking lot 4th & P streets.

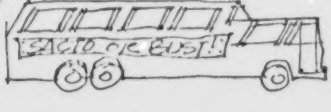
REMARKS:*

Tour: CABRILLO SCHOOL
1½ hr.
735 - 24th ave.
San Francisco



Lunch: CHINA CAMP RESTAURANT
1¼ hr.
diamond heights
shopping center

Tour: CHARLES R. DREW SCHOOL
1 hr.
50 pomona ave.
San Francisco

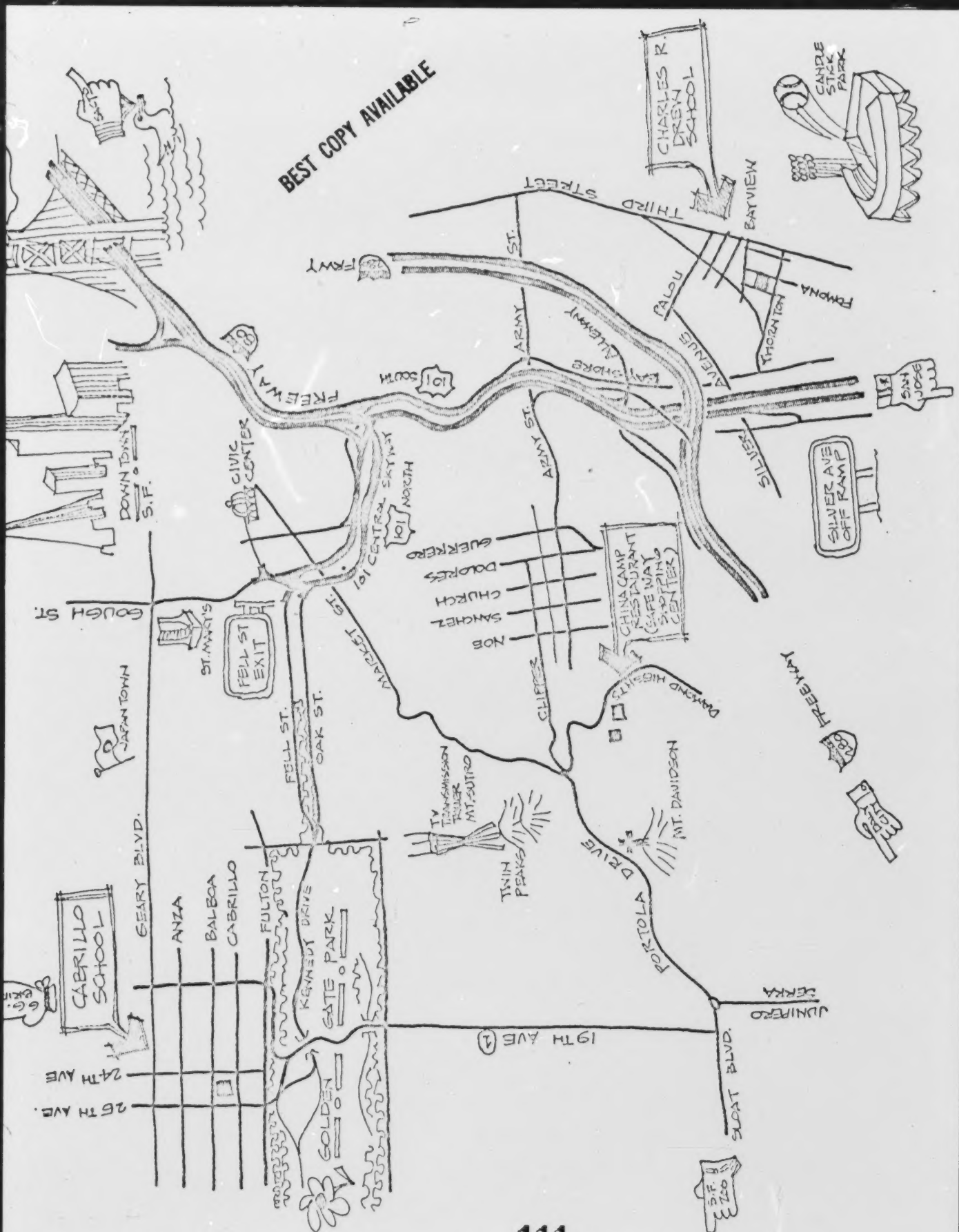


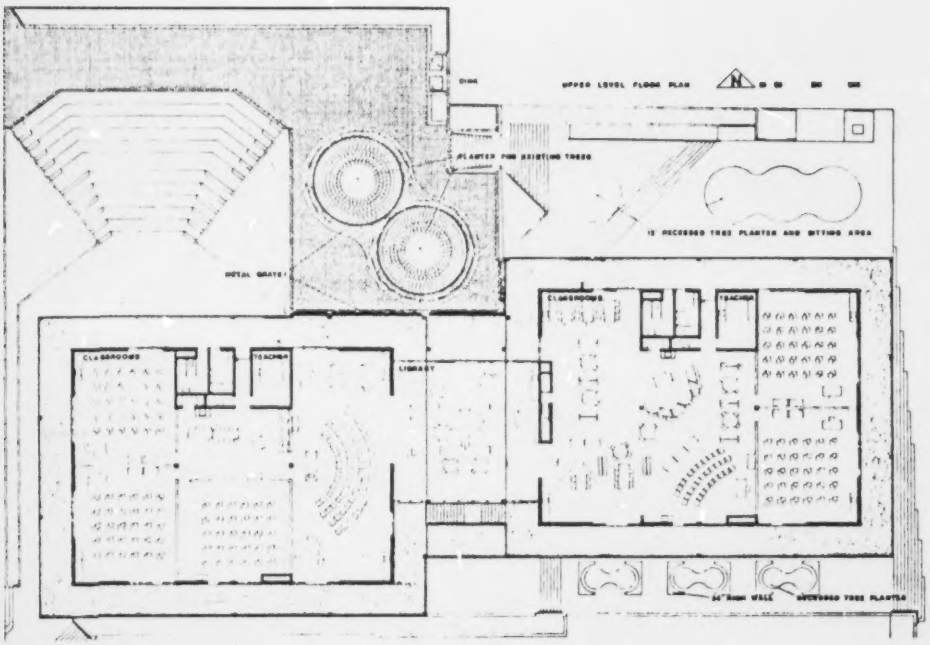
Arrive: LINCOLN SCHOOL
parking lot
4th & P streets

BEST COPY AVAILABLE

* please delete expletives

BEST COPY AVAILABLE





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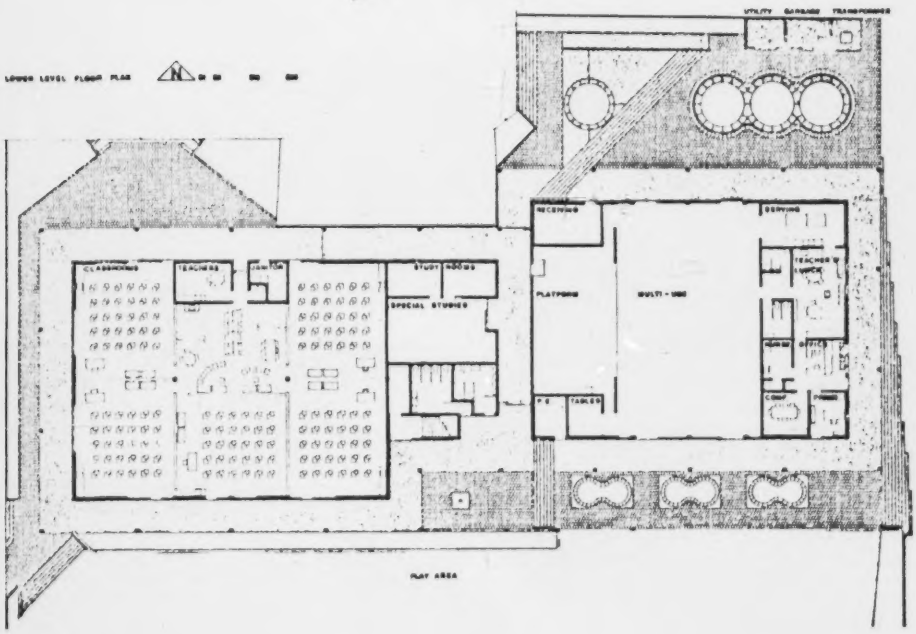
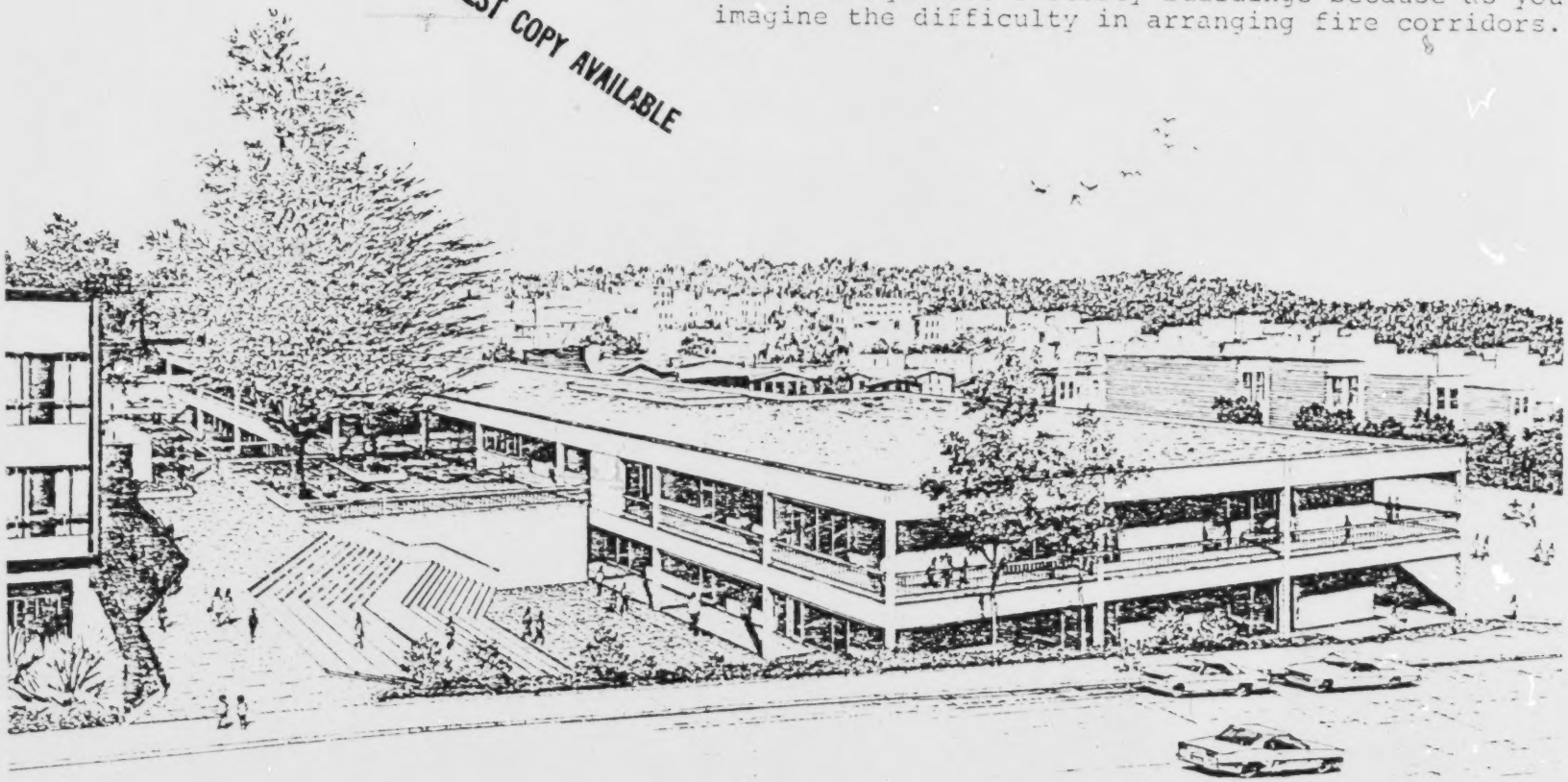


CABRILLO ELEMENTARY
San Francisco California

Cabrillo School between Cabrillo and Balboa and 24th and 25th Avenue, San Francisco. Construction will be completed the end of February. This building is on a small urban site, it is 2 storeys and has complete flexibility of interior walls so that large and small group teaching spaces can be arranged as well as 28-student conventional classrooms. Such a facility is almost unique for 2 storey buildings because as you can imagine the difficulty in arranging fire corridors.

BEST COPY AVAILABLE



Cabrillo School
San Francisco

CHESTER BOWLES JR.
ARCHITECT A.I.A.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: All Elementary School Planning Team Members

DATE: May 24, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: ELEMENTARY SCHOOL PLANNING TEAM MINUTES

As per suggestion of some of the team members, we are enclosing copies of the minutes for all the teams.

Perhaps the minutes will help you in your deliberations.

RFD:ps

Encls.

Sacramento City Unified School District
Elementary School Planning Teams 1, 2 & 3

Trip to San Francisco
May 16, 1974

MINUTES

The Greyhound bus departed from the Lincoln School at 8:05 a.m. 34 participants participated in the tour. We arrived at the Cabrillo School in San Francisco at approximately 10:15. The principal, Mr. Tony Perrone, oriented us as to the community and the type of building before we began our tour. The school was originally planned from a bond issue approved by the electorate in 1964. From the conversation, it would appear that after all of the planning had been done for the school, the community felt that the school did not meet their needs and they wanted a new plan developed. The Board of Education agreed to this with the stipulation that the price of the original planning must be deducted from the original money allocated for the project. The school was designed for 450 students on a very difficult site. The site is approximately one-half of a city block in size. There is a great deal of fall to the terrain. Consequently, the site did require extensive work in development and additional concrete retainers, steps, and planter boxes were required in order to control the terrain and make the completed buildings as aesthetically pleasing as possible. As the building was completed, the budget began to be extremely stressed, consequently many of the finished materials were of a quality that will eventually cost more money than would the use of expensive and more durable materials. This above comment is a fact of life that we all face, both in our personal and professional lives.

San Francisco has an integrated school district. The children are bused from various geographical areas in order to achieve ethnic balance. In this school the ethnic figures were as follows: 25% Asian, 25% Black, 25% white and 25% other non-white. In the principal's statements he indicated that this was approximately the ethnic composition of the elementary student body in the city of San Francisco.

In the building of the new school, the building planning teams felt that the money should be put into the areas that would be used mainly by the children. The school is basically an open plan with provision to rearrange the walls to allow for teaching spaces on 15' centers. With the wall arrangement, the school may be either used as an open one or a totally self-contained one. The permanent walls in many of the places were of rough sawed Douglas fir plywood with a white paint wash applied. This type of wall treatment is reasonably inexpensive and, according to Mr. Bowles, is much less expensive than vinyl.

The school was completed just four weeks ago and the staff is still trying to find its way. It is felt that the school district did not provide proper inservice training for these staff members in order to allow them to be able to fully utilize the positive aspects of the new building. The teachers are struggling and working very hard to make the plant work and affect change both among themselves and students. There is at least one after-school meeting per week that is devoted to the curriculum.

At the present time, the school has a student body of 400. There is one educationally handicapped (EH) class and one English-as-a-Second- Language (ESL) class.

There is a full-time P.E. teacher assigned to this staff. This assignment allows each of the teachers to have a preparation period and follows San Francisco's school policy of providing a preparation period for intermediate grade elementary school teachers. There is one full-time multi-cultural resource teacher. There is one full-time music teacher. Instrumental music instruction is given by a teacher who comes to the school two days per week.

The cafeteria program is a satellite one. This means that the food is prepared in a central kitchen (a junior high or senior high kitchen) and brought to the Cabrillo School for serving. The lunch is comprised of three parts: (1) a small clear plastic tray designated for the hot section of the lunch; (2) a small clear plastic tray designated for the cold section of the lunch; (3) the milk is served separately. These plastic trays are filled for individual portions at the main kitchen, covered and then put into a plastic thermal bag for transporting to the elementary school. These thermal bags have a zipper top and are capable of holding 50 hot or cold plastic packs. The principal indicates it is then very easy for one person to serve a hot pack, a cold pack and a carton of milk to each student in a minimal amount of time. Children who bring their lunches from home are allowed to eat outside in an amphitheater area. The multipurpose room is capable of seating 200 students at one time for feeding.

Approximately one-third of the student body walked to school and the remaining two-thirds are transported by bus from various areas around the city. These areas are designated as zones.

The staff room appeared to be of adequate size although the teacher's mailboxes were undersized. There was a GBC laminating machine in the staff room. This machine allows a staff person to put a piece of laminating plastic over teaching materials in order to increase their longevity.

The outside of the building is stucco. The bus loading area of the school is, of course, at the curb line in a specified area. At this point, the architects designed the overhang to be wide enough so as to protect the students in inclement weather. The conference rooms were carpeted and presented a warm atmosphere.

We should pay very careful attention to the position of light switches as we design our new schools. It is very easy to place the light switches in such a position that they are not accessible to the person designated to use them and maybe too accessible to people who are not designated to use them. If you move the walls of a classroom to provide for the flexibility in instruction, you must be cognizant of the fact that the light switches must also function with the moving of the walls so that these sub-sections can also be darkened on an individual basis.

Each of the teaching spaces contain 900 square feet but are supported by an auxiliary instructional materials center near nine of the pods. There is no media center. The people designing the educational specifications for this school felt that small IMCs located very close to the classroom were more advantageous than a media center that is more centrally located for the use of the entire student body.

DREW ELEMENTARY SCHOOL

The Drew Elementary School is located near the Hunters Point area of San Francisco in a community that is predominently black. The school was designed to be integrated but because of the open enrollment policy, the first year ended up being approximately 70% black. In addition to the basic school unit, there is a pre-school located in the downstairs section of the building. The assistant principal did not know the cost of the building. There are 14 teachers in this K-3 school. The pupil-teacher ratio (PRT) is 22 to one. In addition, there are two resource teachers, one principal, one assistant principal, one (approximately) paid aide per teacher. Many of these aides, and additional staff members, appear to be paid for by special funds.

The kitchen is a satellite one. This is the school's first year of operation. They do not have a breakfast program. The principal indicated that the staff was not trained to be able to function in an open type school. The transfers were made in the usual fashion, based largely on seniority. The principal in San Francisco has very little to do with the selection of teachers. Their school also has one curricular day meeting per week, at which time they are trying their very best to implement an individualized reading program and make good use of the open space.

This building was built at this site after the citizens of the area petitioned the Board of Education to have it built there. A great deal of community input was received during the planning period. The school has a large multipurpose room and a community meeting room. The community meeting room, as of this date, has not been used by community groups. The office and conference areas were minimal, bordering on the inadequate.

Electrical floor plugs were used and appeared to be giving some trouble. It is difficult to make the carpet fit around the floor plugs without eventually having maintenance problems. The recorder would suggest that a system of overhead extension cords be examined as we continue our study. The school was divided into pods consisting of eight teaching spaces each. Because the school presently has 50% of the anticipated enrollment, the pods looked very large and the teachers were able to utilize this extra space to good advantage.

The exterior of the building was of concrete block. True to the fashion of most concrete block installations observed, there was considerable bleeding of the lime through to the inside walls. The raw block was left visible on the inside which greatly decreased the amount of tackboard space within the building. Where vinyl tackboard space was provided, the vinyl was installed directly over sheetrock. It would appear that this type of installation is not satisfactory because of the deterioration of the sheetrock under stress conditions.

The return trip to Sacramento was uneventful and concluded at the Lincoln School at 5:00 p.m. Uneventful means compared to the trip we had between the Cabrillo and the Drew schools.

RFD:sm
5/17/74
Revised 5/22/74

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Research and Development Services Office
Elementary School Planning Teams
Team 1
Fairgrounds - Washington School
May 20, 1974

MINUTES

The meeting was called to order by team leader Sally Scott, at 4:00 p.m., at the Washington School. Members present were:

William Aguirre
Albert Artero
Reba Barton
Robert Davis
Annie Kay
Gordon King
Al Negrete
Lillian Passmore
June Powers
Rosemary Rasul
Olivia Rodriguez
Sally Scott
Vern Steyer
Ellen Undhjem
William Walcott

MINUTES

The minutes were approved as printed and mailed.

ECE GOALS

A copy of the ECE goals was given to each member. It was asked that each committee member study these goals with the possibility of being able to include them in our work of next week. Attached you will find a copy of the aforementioned ECE goals.

SPECIAL EDUCATION

Mr. Vern Steyer, Coordinator, Mentally Gifted Minors Program, stated that from his projection, it would indicate that we will have one educationally handicapped (EH) class at the Fairgrounds site and another at the Washington site. There is an additional square footage allowance to make provision for the special education students.

Attached you will find a memo from Vern to the team leaders, indicating the types of facilities that are necessary for special education.

All the schools will statistically have from approximately 2% to 3% of their student body qualify for the Mentally Gifted Minors (MGM) Program. There are no additional funds available to provide special facilities for these students, but it is hoped that flexibility of the building will provide the necessary space for these students and their special needs.

The main criteria for these students is that they have areas where they may do projects and be readily supervised by a certificated staff member, even though the staff member is not actually with the students.

NEW YORK CITY

Al Negrete reported that he had recently attended a national conference on bilingual education in New York City. In his short report, he indicated that if we think we have problems here, we should go to New York. At their urban elemen-

tary schools, they oftentimes have from three to six thousand students in one building consisting of some eight floors. At one school there was a principal and 18 vice principals. There is no outside space for the children, and in order for them to get any type of physical exercise, the recreation department and the police department cooperate to close off streets during certain times of the day.

BILINGUAL EDUCATION

Mrs. Ellen Undhjem indicated that bilingual education really should not be considered a new thing. She stated that when she was in nurses training and working in the schools of Chicago, the schools were multilingual. Many of these first generation children came from homes where only Polish, German, French, Norwegian, Czechoslovakian, Greek, Italian, and other languages were spoken. It was necessary for the schools to provide for these monolingual children in order to help them gain facility in the English language.

SAN FRANCISCO SCHOOLS

Attached you will find a set of minutes indicating some of the things that were seen at the San Francisco Schools.

Al Artero: Al indicated that he especially liked the lighting facilities at the Drew School in San Francisco. In this lighting system, the lights are in essence hidden inside a beam that goes around the instructional areas. Gordon King, the architect, pointed out that even though this is an efficient method of lighting, it is not a very flexible method of lighting. In essence, the lighting pattern determines how you may then divide off the areas.

Bill Aguirre: Bill stated that he especially liked the way the student's art work was used at the Drew School. This method of ornamentation is one used by architects in many locations. It basically consists of laying out a styrofoam design and then pouring concrete over the top of that. After the concrete dries, the styrofoam is removed and the design work is left intact.

Annie Kay: She especially liked the way the children could move from one area to another at the Cabrillo School. The children appeared to be doing meaningful work and the atmosphere was relaxed and productive.

Olivia Rodriguez: She especially liked the table arrangement in the multi-purpose room. This arrangement was done using individual round and irregularly shaped tables. The chairs were individual. Aesthetically, this is a very nice arrangement. From a practical standpoint, we would have to carefully investigate how much time it takes a custodian to set up such an arrangement, and also consider the amount of storage space necessary, as you change from the eating area to educational experience areas.

Sally Scott: Sally indicated that she especially liked the fact of having the Instructional Materials Center (IMC) located at the teaching pods. She questioned Gordon King as to the expense involved in providing vinyl covered bulletin boards. Gordon stated that at the Drew School, they had

put the vinyl over the top of sheetrock. This does not provide a good pinning surface, nor does it have the resiliency of the material (cellotex) normally used. The sheetrock is less expensive than the cellotex, and this was the determining factor as to why the arthitect chose to go as he did at the Drew School.

Reba Barton: She indicated that she did not like the concrete block structure at the Drew School, because the interior concrete block walls did not allow for adequate bulletin board pinning space.

Lillian Passmore: Mrs. Passmore indicated that she was distressed at the amount of broken glass at the Drew School. Glass and glass breakage should be a major consideration to all of us. The architect should design windows in such a manner that there will be less of a tendency to break them, either accidentally or intentionally. Glass is the cheapest material to use and should be used wherever possible. When you cannot use glass because of the high breakage factor, you should consider either plexiglas or lexan. These two lighter materials are not indestructible, but require real effort on the part of a vandal in order to destroy it. It is very expensive.

Martha Reid: Mrs. Reid asked if Sacramento had multi-cultural resource teachers similar to the ones we observed in San Francisco. Because Sacramento does not have the tax base enjoyed by San Francisco, this district does not have many of the supportive personnel found in San Francisco. It was pointed out that there is a new Ethnic Heritage Program being developed, and the Sacramento district has made application for funds to help implement such a program.

Gordon King: Gordon said that he felt that the Cabrillo School showed good design in the way students can move into and out of the building, as well as into and out of the various teaching stations. He also brought out the fact that if we were to leave off the outside halls at the Cabrillo School, we would have approximately the same amount of square footage we will have available for our schools of 450 students. In other words, the Cabrillo School came closer to what we can afford, both in square footage and in dollars, than anything we have previously seen.

Gorden then drew diagrams on the board indicating traffic flow in some of the schools we have seen. He provided the list below to indicate the approximate amounts of square footage that we can be allowed in various areas. If there is a way we can delete from one area, we may then, because of our priorities and educational specifications, add to another area.

Possible Square Footage Allowance

Administration	1,100	
Teachers' Room	650	
Storage	600	
Multi-Purpose Room	4,700	
Toilets	1,000	
Circulation	2,000	
11 Classrooms	10,560	
2 Kindergarten Rooms	2,400	
Special Education	1,000	
Media Center	1,190	
	25,200	TOTAL

NEXT MEETING

The next meeting will be held at the American Legion School Auditorium, on Tuesday, May 28, at 4:00 p.m.

ADJOURNMENT

The meeting was adjourned by the chairman, Mrs. Sally Scott, at 5:55 p.m.

RFD:ps

Attachments

4.0 Program Goals and Objectives

The needs information, combined with the advisory committee members' knowledge of the needs of other, as well as their own, children, contributed to the establishment of the goals and objectives for the Early Childhood Education Program at Mark Hopkins Elementary School. The established goals, listed in priority order, are as follows:

The Early Childhood Educational Program will provide the opportunity for both child and parent to develop:

1. A positive self-image.

2. Intellectual curiosity, eagerness for lifelong learning and the skills needed to acquire, transmit, use and evaluate knowledge.

3. A cooperative attitude in daily relations with all others.

4. The capacity to discipline oneself to work, study and play constructively.

5. Flexibility, adaptability and appropriate attitudes toward change.

6. Respect, appreciation and understanding of the cultural heritage and contributions of all peoples of the world.

7. Creative self-expression and cultivation of appreciation for the aesthetic expression of others.

8. Attitudes conducive to productive citizenship in a democracy.

9. A concern for personal and public safety and health, both physical and mental.

10. Understanding and respect between parent and child in meeting responsibilities for their educational development.

11. Attitudes conducive to acceptance and understanding of the responsibilities of one's role as a contributing family member.

12. Awareness of vocational opportunities and requirements and respect for various work-roles.

13. An understanding of the value of natural and human resources.

14. A positive attitude toward participation in a range of leisure time activities and constructive avocational pursuits.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Sally Scott, Gladys Peng, John Cochrane DATE: May 17, 1974
Project Management Team Leaders

FROM: Vern Steyer, Coordinator
Mentally Gifted Minors

BEST COPY AVAILABLE

SUBJECT: New Facilities Planning for Special Education

As you are aware I have been appointed to represent the Special Education Department for providing input in the development of educational specifications for new facilities in the core area.

The proposed state master plan for Special Education could affect need for special facilities as some of the present Special Education students may be served in the regular classroom by resource specialists. Small group spaces would, therefore, be needed for the resource specialists.

The position the district is taking, however, is to plan for Special Education as presently exists both in locations and type of facilities, with possible changes in the future toward implementation of the master plan concept. Attached is a projection for Special Education programs locations for 1974-75 to assist your team in planning.

Considerations should be given in planning for the following specific programs.

Visually Handicapped:

1. Mobility possibilities to all areas.
2. Adjustable shelves for storage of large Braille books.
3. Power source for Braille typewriter, listening center, tape recorder.
4. Water.
5. Area that can be made light sensitive.
6. Quiet, closed area for transcriber.
7. Central to regular academic area.

Educationally Handicapped:

1. Away from center of school.
2. Water.
3. Space for activities related to self-containing.

Mentally Gifted:

1. Area within regular program for project work that can be secured and left in progress.
2. Water and power.
3. Could be clustered for several discipline usage.
4. Make accessible without passing through classrooms.
5. Need visual supervision.

Special programs depend upon the services of psychologists, nurses, speech therapists, etc. Spaces are needed for conferencing with these resources while they are in the building.

VS:cb

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Research and Development Services Office
Elementary School Planning Teams
Team 2
Bret Harte - David Lubin - William Land
May 21, 1974

MINUTES

The meeting was called to order by the chairman, Mrs. Gladys Peng, at 3:35 p.m., in the William Land Faculty Room. Members present were:

Marguerite Bell
Chester Bowles
Edith Brennan
William Chase
Jack Cochrane
Marylou Colombo
Bob Corby
Robert Davis
Pat Eipper
Gloria Fong
Margie Harris
Edwin Kado
Jack Leathem
Edna Lee
Lee Lurty
Lou Luther
John Mamola
John Meyer
Ben Ogilvie
Gladys Peng
John Sanfilippo
Ralph Sotelo
Vern Steyer
Richard Teramoto
Ray Vonasek

MINUTES

The minutes were approved as printed with one correction. Ralph Sotelo stated that the recorder had indicated that ice should be provided for the nurse's room to help in first aid situations. Ralph's intent was that a refrigerator and/or ice making machine should be available to provide this function.

SAN FRANCISCO TOUR

Attached you will find the recorder's summary of the San Francisco trip.

Gloria Fong: I liked the Cabrillo School. The office was much too small. I talked to the secretary and she indicated it really would be an advantage to have provision for outside calls to be routed through the school intercom system.

Marguerite Bell: I also liked the Cabrillo School. The multi-purpose room was especially nice. The teachers that I talked to at the Drew School indicated that they needed some windows that would open to provide for ventilation. Even though the Drew School was mechanically ventilated, the teachers indicated the system was inadequate.

Ralph Sotelo: I liked the multi-purpose room at the Cabrillo School. Their method of serving a hot lunch program was interesting. I talked to the person who delivers the food, and it was stated that the food does arrive hot. I felt the kitchen area was adequate. The office space was too small. The teachers' lounge appeared to be adequate and furnished in good taste. The custodian told me that he needed more storage space.

Lou Luther: I liked the Cabrillo School. I especially liked the idea that you are able to staple directly to the walls. As a kindergarten teacher, I have always been somewhat afraid to use straight pins and prefer staples. The flexibility of the Cabrillo School was very good. I especially liked the fact that the teachers' room did have a stove that could also be used by teachers and/or students in classroom cooking exercises. Food preparation is very interesting to small children and has a lot of educational merit.

I didn't like the Drew School at all. I didn't feel it was safe. It was depressing and had a lot of wasted space. The teachers also indicated to me their concern about the poor ventilation. The Pre-School Department also commented about the poor ventilation. There were many protrusions such as shelves, door knobs, etc. that were just the right height to injure a small child.

Pat Eipper: I liked the commons area at the Cabrillo School and the fact that there were teachers' work areas closely tied to each of the teaching pods. These areas could be called resource areas. The acoustics in the multi-purpose room at the Cabrillo School were very, very good. I did like the patio that was built into the Drew School.

Marylou Colombo: Cabrillo School was the most flexible of the schools we have seen. It had the provision to open up spaces and also to close off spaces. I thought the media center was very nice.

Bob Corby: I felt the teachers' room at Cabrillo School was too small. I would like to see a multi-purpose room where everyone can eat at one time. I felt the classroom areas were toocrowded. As an intermediate class teacher, I am especially aware of the crowded conditions. I did see a lot of good teaming done by the staff at Cabrillo.

Jack Cochrane: I liked the square multi-purpose room at the Drew School and felt that the multi-purpose room at Cabrillo was too small. The decor at Cabrillo School was very good.

Vern Steyer: Vern stated that the general trend indicated by the master plan for special education was that more children identified as special education students would be "main streaming". This means that they would spend more time in regular classes and be assigned to special personnel and/or program on an "as needs" basis. Vern submitted a memo to Mrs. Peng that did indicate the concerns of special education. Attached you will find a copy of the memo.

BUBBLE DIAGRAMS

Chester Bowles, architect, showed bubble diagrams and relationships drawings, regarding the schools we have seen. In the first example, the bubble diagram showed relationships of one area to another. In the second example, he showed how the architect had solved, through the use of proper design, the situation. These diagrams were very helpful to the group. It appeared that one of the more accepted room arrangements was the one used at Seven Hills School, where you had four classrooms with folding walls, with two more classrooms with permanent walls located at the end of the area.

MEDIA CENTER (LIBRARY)

After discussion about the media center, the following comments were recorded:

A central media center manned by professional media persons is desirable. There should be provision for the storage of some media materials in each of the teaching pods. The media center should be the center of the school, but out of the traffic pattern and capable of being secured. Provision must be made for the changing of materials, providing study carrels with electrical outlets, with provision for individual and small group instruction areas. Provision should be made for the seating of 60 students in a large group situation.

SPECIAL EDUCATION FACILITY

Space needs to be provided where the teacher could work with not more than twelve students at any one time. The ideal number assigned to the teacher at any one time would be five to six. This area should be arranged in such a manner that those children who cannot stand external stimulation can be put into a more low key environment. The area must be located in such a manner that the children will have easy access to the rest of the school, in order to facilitate the main streaming concept. There has to be provision to integrate those who can be integrated, and to care for those who cannot be integrated. The children would be between the ages of six and thirteen. There must be space available for the teacher aide, and the counseling and testing services that are appropriate to this type of program.

SAN FRANCISCO TRIP

Robert Davis will attempt to arrange another trip to San Francisco for those people who were not able to make the first trip.

NEXT MEETING

The next meeting will be held on Tuesday, May 28, 1974, at 3:30 p.m. in the Faculty Room at William Land School.

ADJOURNMENT

The meeting was adjourned at 5:30 p.m. by the chairman, Mrs. Gladys Peng.

RFD:ps

Attachments

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Sally Scott, Gladys Peng, John Cochrane DATE: May 17, 1974
Project Management Team Leaders

FROM: Vern Steyer, Coordinator
Mentally Gifted Minors

BEST COPY AVAILABLE

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VS:cb

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Research and Development Services Office
Elementary School Planning Teams
Team 3, Modular Buildings
May 23, 1974

MINUTES

The meeting was called to order by the chairman, Mr. Jack Cochrane, at 3:35 p.m., at the Bret Harte Elementary School. Members present were:

Dorothy Anderson
Edith Brennan
William Chase
Beatrice Cisneros
Jack Cochrane
Robert Davis
Don Davison
Margie Harris
Lloyd Knight
Vern Steyer
Carolyn Torgerson
Arlean Towne
Ray Vonasek

MINUTES

The minutes were approved as printed.

BILL CHASE

Mr. Bill Chase gave an interesting presentation using the overhead projector, that indicated not only his personal feelings, but the feelings of many of the group, in regard to physical layout for the new modules. This presentation proved invaluable in helping the committee formalize its thinking and begin to work with concrete examples of educational specifications.

WORK SHEETS

Each member of the team has now been given at least two copies of the educational specification work sheets. This multi-page document should be used as your work sheet to see how you feel these educational specifications should be modified, added to, and/or deleted.

Please do your homework for the next meeting. We would like you to have studied these educational specifications and made notations that will help the committee finalize their plans.

NEXT MEETING

The next meeting will be held on Wednesday, May 29, 1974, at 3:30 p.m. in the Bret Harte Teachers' Lounge.

ADJOURNMENT

The meeting was adjourned at 5:30 p.m. by the chairman, Jack Cochrane.

RFD:ps

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Sally Scott, Gladys Peng, John Cochrane DATE: May 17, 1974
Project Management Team Leaders

FROM: Vern Steyer, Coordinator
Mentally Gifted Minors

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SUBJECT: New Facilities Planning for Special Education

As you are aware I have been appointed to represent the Special Education Department for providing input in the development of educational specifications for new facilities in the core area.

The proposed state master plan for Special Education could affect need for special facilities as some of the present Special Education students may be served in the regular classroom by resource specialists. Small group spaces would, therefore, be needed for the resource specialists.

The position the district is taking, however, is to plan for Special Education as presently exists both in locations and type of facilities, with possible changes in the future toward implementation of the master plan concept. Attached is a projection for Special Education programs locations for 1974-75 to assist your team in planning.

Considerations should be given in planning for the following specific programs..

Visually Handicapped:

1. Mobility possibilities to all areas.
2. Adjustable shelves for storage of large Braille books.
3. Power source for Braille typewriter, listening center, tape recorder.
4. Water.
5. Area that can be made light sensitive.
6. Quiet, closed area for transcriber.
7. Central to regular academic area.

Educationally Handicapped:

1. Away from center of school.
2. Water.
3. Space for activities related to self-containing.

Mentally Gifted:

1. Area within regular program for project work that can be secured and left in progress.
2. Water and power.
3. Could be clustered for several discipline usage.
4. Make accessible without passing through classrooms.
5. Need visual supervision.

Special programs depend upon the services of psychologists, nurses, speech therapists, etc. Spaces are needed for conferencing with these resources while they are in the building.

VS:cb

WORKSHEET

EDUCATIONAL SPECIFICATION FOR SEMI-PERMANENT MODULES

Sacramento City Unified School District

GENERAL

A. Modules should be designed to supplement permanent facilities at schools and should be constructed to be removed from a site and relocated onto another site with maximum reuse of all construction elements and systems.

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B. Modules shall be sized to contain a minimum of 3 and maximum of 5 teaching stations. Teaching stations should be open to each other with the ability to be rapidly transformed to self-contained units.

C. Toilet facilities should be provided for students and faculty when more than 150 students are placed in modules at any school site, and when primary students are placed in modules. Toilet facilities should be designed in a manner to provide flexibility of siting.

D. Teaching station size should compare favorably to State recommendations, and should contain area for:

(1) Large group instruction.
(2) Small group instruction.
(3) Individual instruction.
(4) Independent study with limited instruction.
(5) Extended use of media center materials, including audio.
(6) Private conference area.
(7) Group performance area.

Flexibility of scheduling shall be considered.

E. Attention should be placed on consideration of proper room spaces and volumes. Building shall be fully accessible by ramps.

F. Each teaching station shall have direct access to the exterior.

G. Modules should be designed so that folding doors can be installed between open spaces.

FACILITIES

1. Modules should have sufficient glazing so that the exterior can be seen. Care should be used to avoid distractions to students, potential breakage from playgrounds, excessive heat gain or heat loss due to sun, temperature, etc. Provide room darkening.

2. Walls shall be covered with low maintenance material and shall be able to be used for pin purposes. Some acoustic treatment should be considered.

3. Floors shall be carpeted.

4. Ceilings shall be acoustic treated.

Facilities continued:

- Chalkboards shall not be less than 16 lin.ft. per teaching station and shall be adjustable in height. Chalkboards shall face in a direction which will place the back of a student in one teaching station to the back of the student in an adjoining station.

6. Make provisions for overhead projector use.

7. Modules should be mechanically heated and cooled to provide a comfort range of 65 to 75 degrees F. Ventilation is an important factor. Provide separate thermostat at each station.

8. All mechanical equipment shall be located so that it is out of the reach of students. Provide esthetic screening.

9. Teaching stations should have sinks in each classroom. Each sink shall have cold water only. Provide bubbler fountain.

10. Lighting levels should be approximately 75 foot candles with particular attention placed on lighting walls. Provide photocell controlled mercury vapor night lights.

11. Adequate receptacles shall be installed.

12. One ETV outlet or junction box shall be installed in each teaching station and supplementary room.

13. Provide a clock or clocks connected to the main school time signal system.

14. Provide intercom-public address system of same type as permanent school, and interconnect.

15. Provide intrusion alarms and fire detectors as required by the Sacramento City Unified School District.

16. Provide fire alarm system as required by the State Fire Marshal.

17. Should a ladder to the roof be required, locate into a locked closet.

18. Consideration for furniture items should be made on the basis of mobile type.

(a) Teacher wardrobe cabinet.
(b) Teacher storage cabinets.
(c) Student wardrobes.
(d) Student locker or cubicle cabinets.

Student desks should be type with independent chairs.

EDWIN M. KADO A.I.A.
RICHARD C. MARSHALL A.I.A.
CHESTER BOWLES JR. A.I.A.
RICHARD S. TERAMOTO A.I.A.

A Joint Venture of Architects

1819 - 16th Street • Sacramento California 95814 • (916) 441-1450
1045 Sansome Street • San Francisco California 94111 • (415) 781-2625

April 25, 1974

Mr. Robert F. Davis, Coordinator
Elementary School Project Team #2
Sacramento City Unified School District
P.O. Box 2271
Sacramento, Calif. 95810

BEST COPY AVAILABLE

Dear Bob:

Enclosed are sketches of the three sites indicating approximate land coverage for single story and two stories; as we discussed last Tuesday.

Perhaps it would be well to point out to the people receiving these sketches that they are only diagrams to approximate land coverage and in no way are they any indication of site planning and should be taken only as a point of reference.

Along the same lines of reference information; we felt that the committee might find it interesting to visit the Cabrillo School in San Francisco that we just completed. The school has only been in operation for two weeks so the staff is still working things out. However, the visit would be informative in the following areas:

1. Approximately the same student population of 450.
2. Two story urban school.
3. Accomodates open and traditional classrooms by use of movable wall panels.
4. Movable wall panels are "Modernfold" Divisi-flex, a unique system of single rigid panels suspended on an overhead "puck".
5. Building budget was established by using State Aid Allowances.

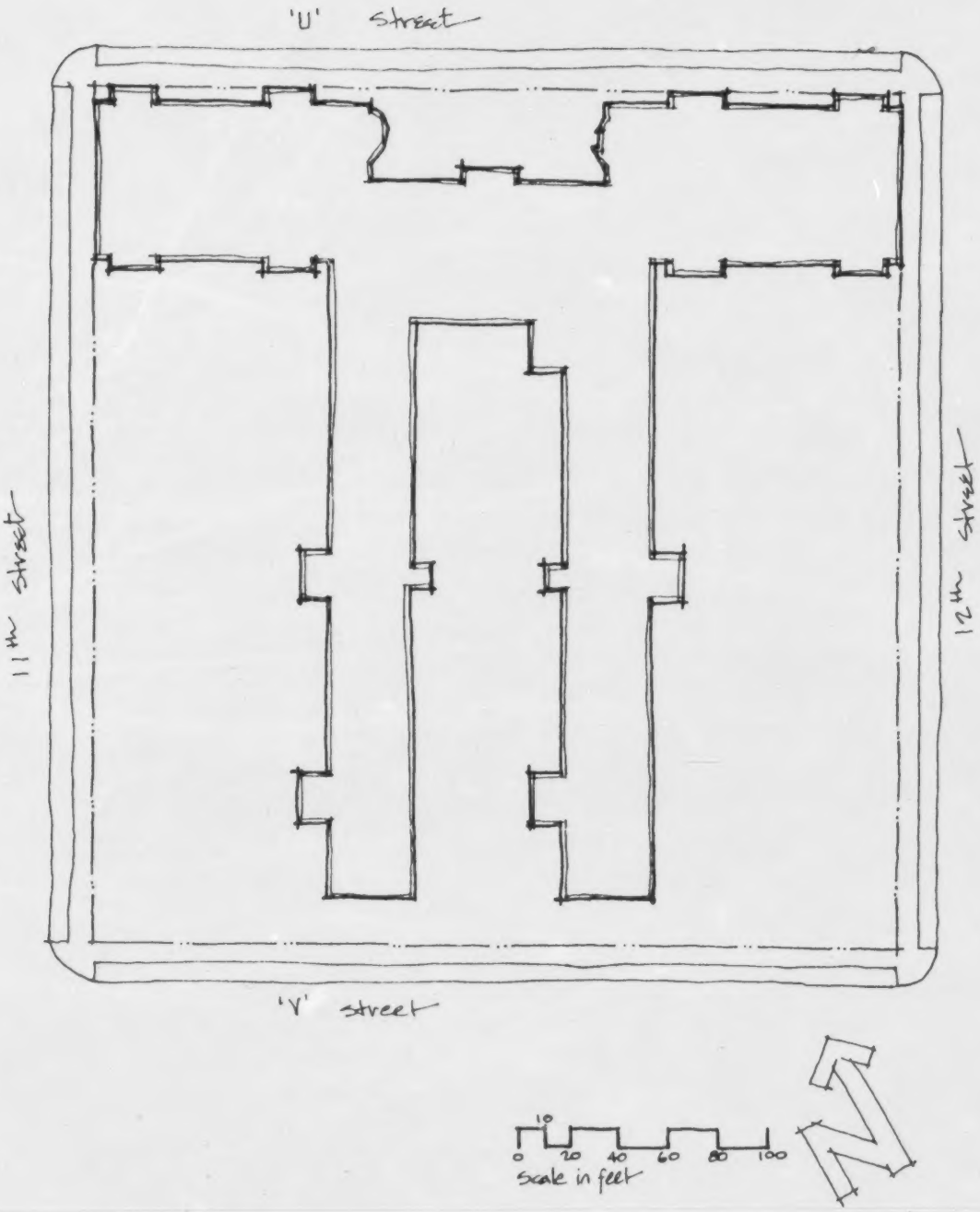
Please call if you need further information, otherwise we will see you on Tuesday.

Sincerely,

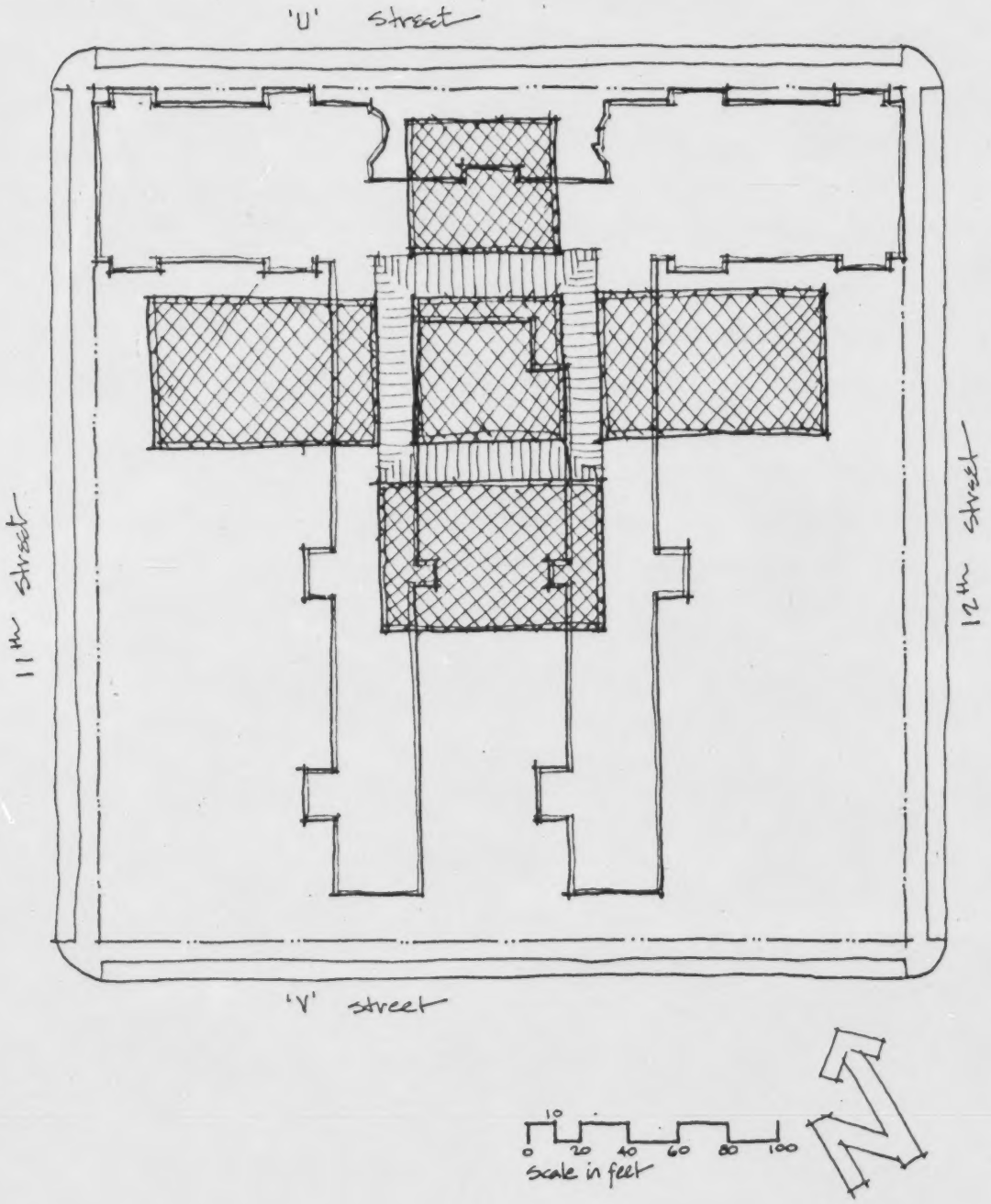
Richard

Richard S. Teramoto
RST:mm
Enclosure
cc: E.M. Kado

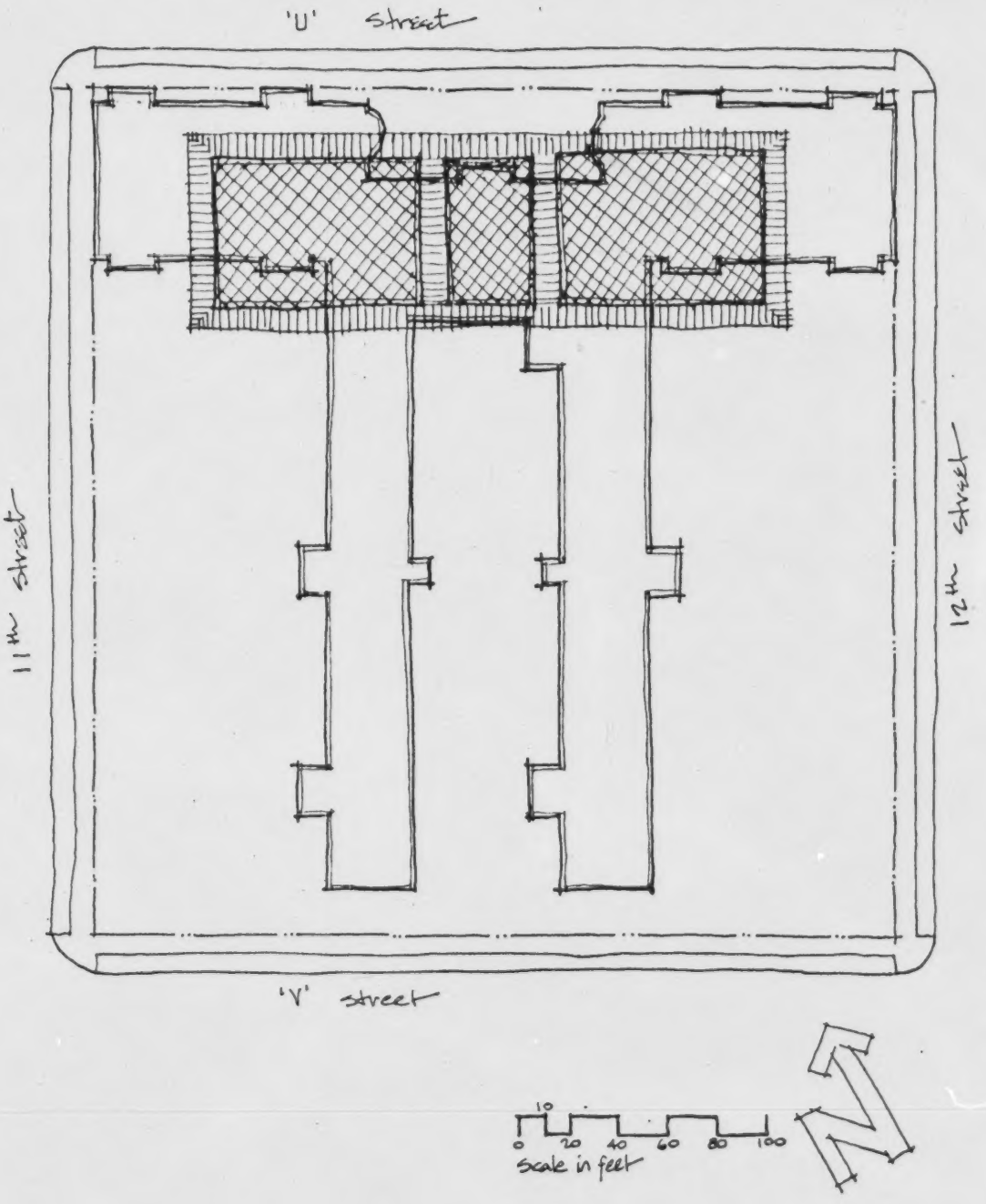
Wm Land School
existing



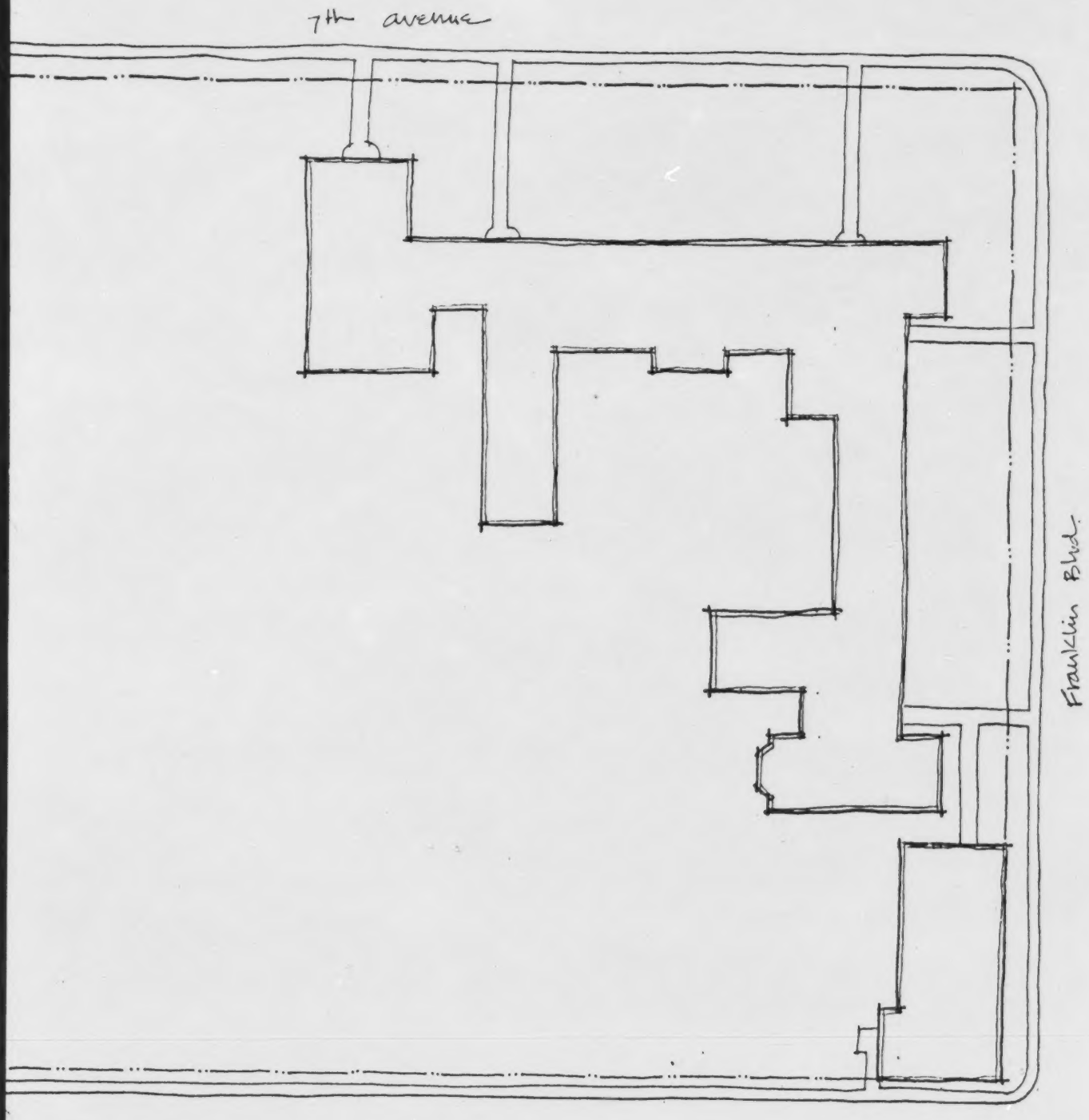
WM Land School
Approx. ground coverage
Single story

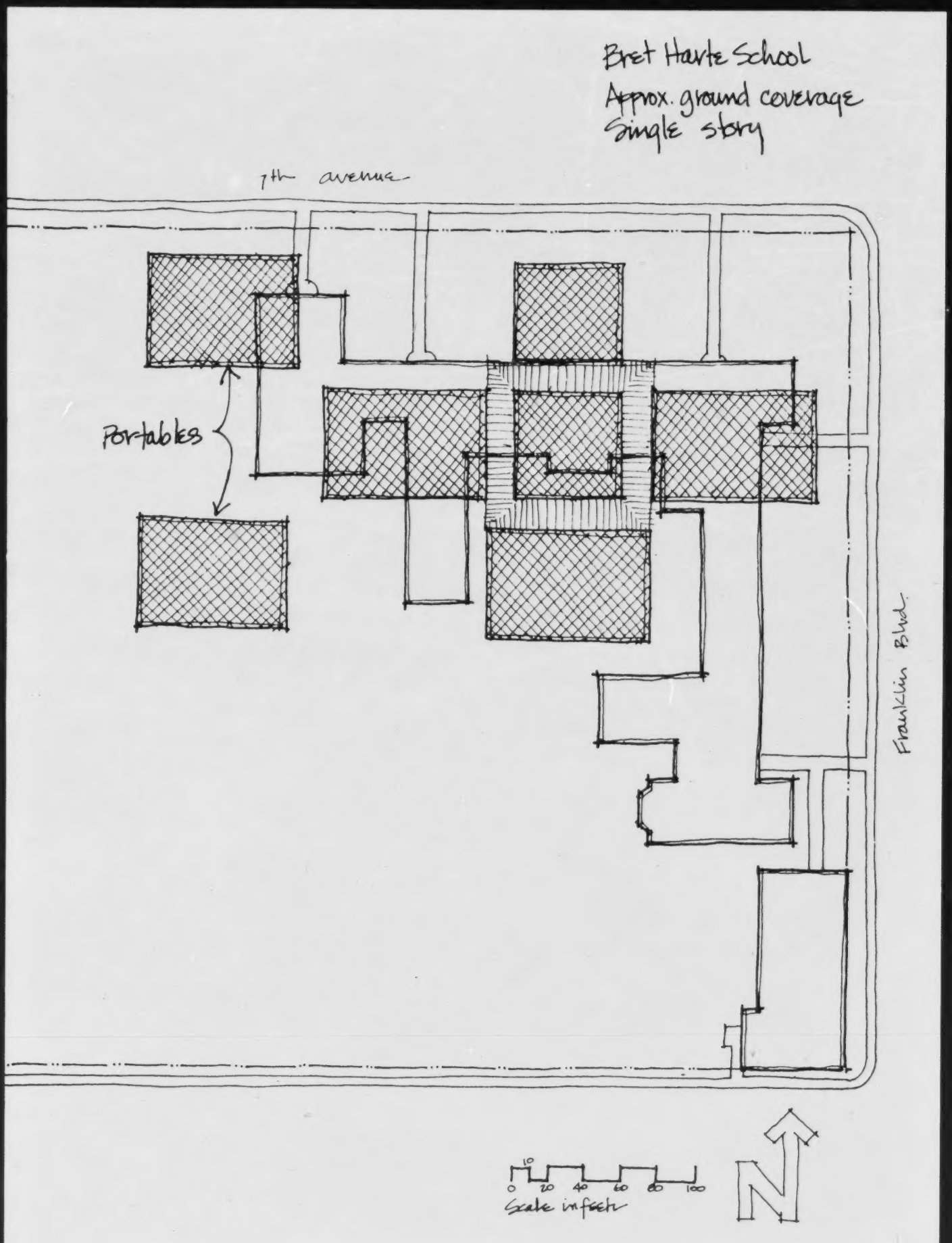


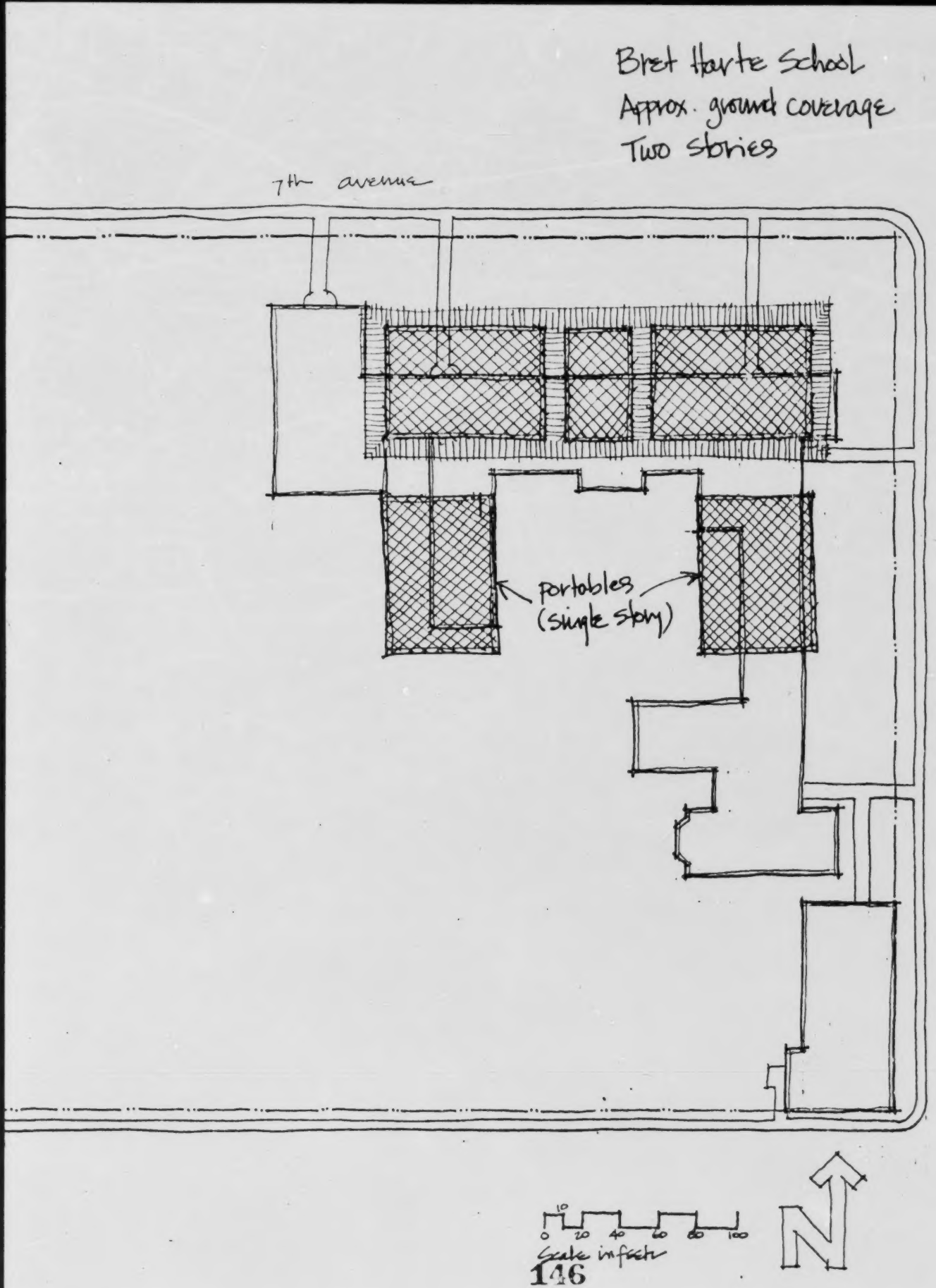
Wm Laud School
Approx. ground coverage
Two stories



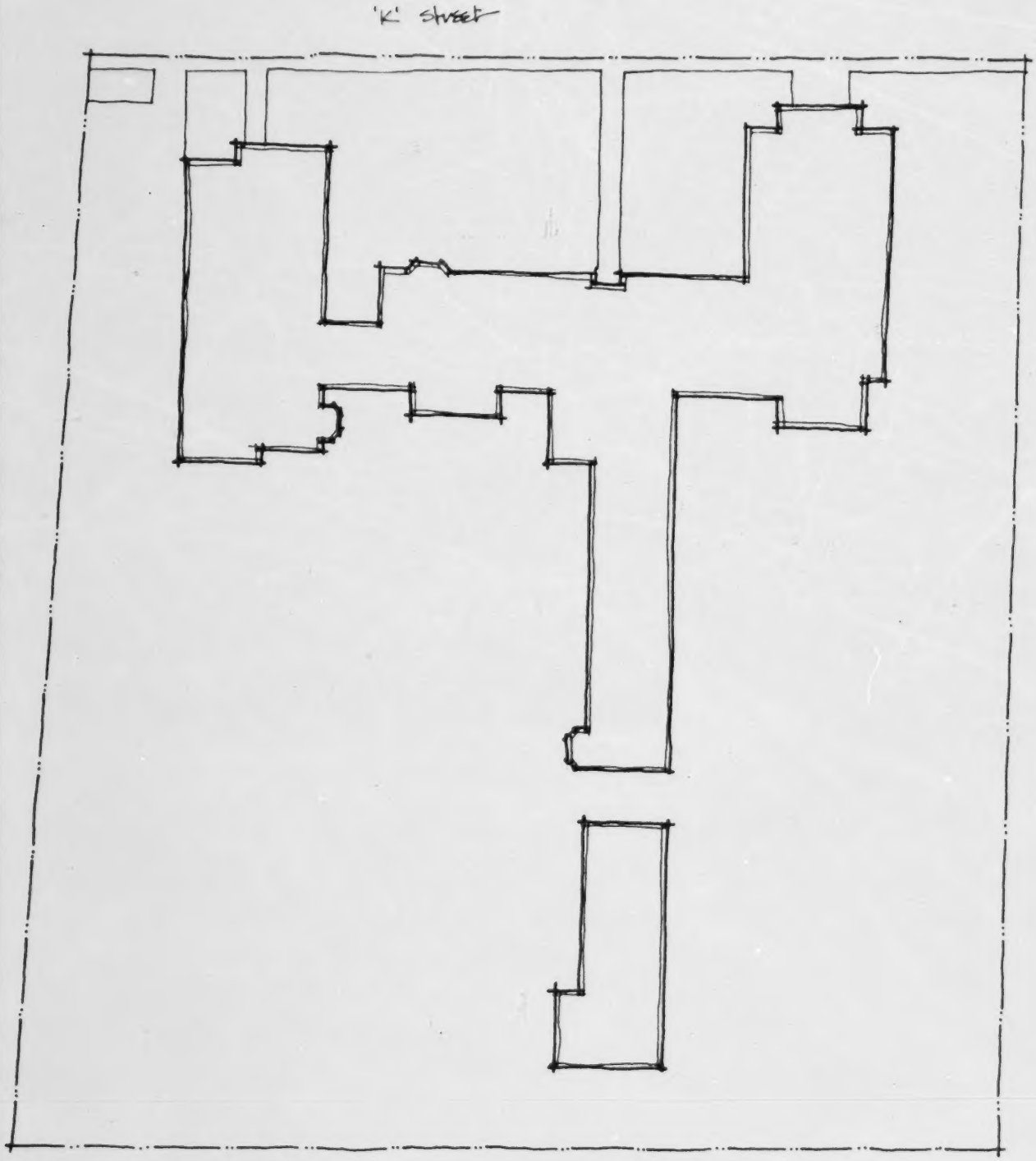
Bret Harte School
existing



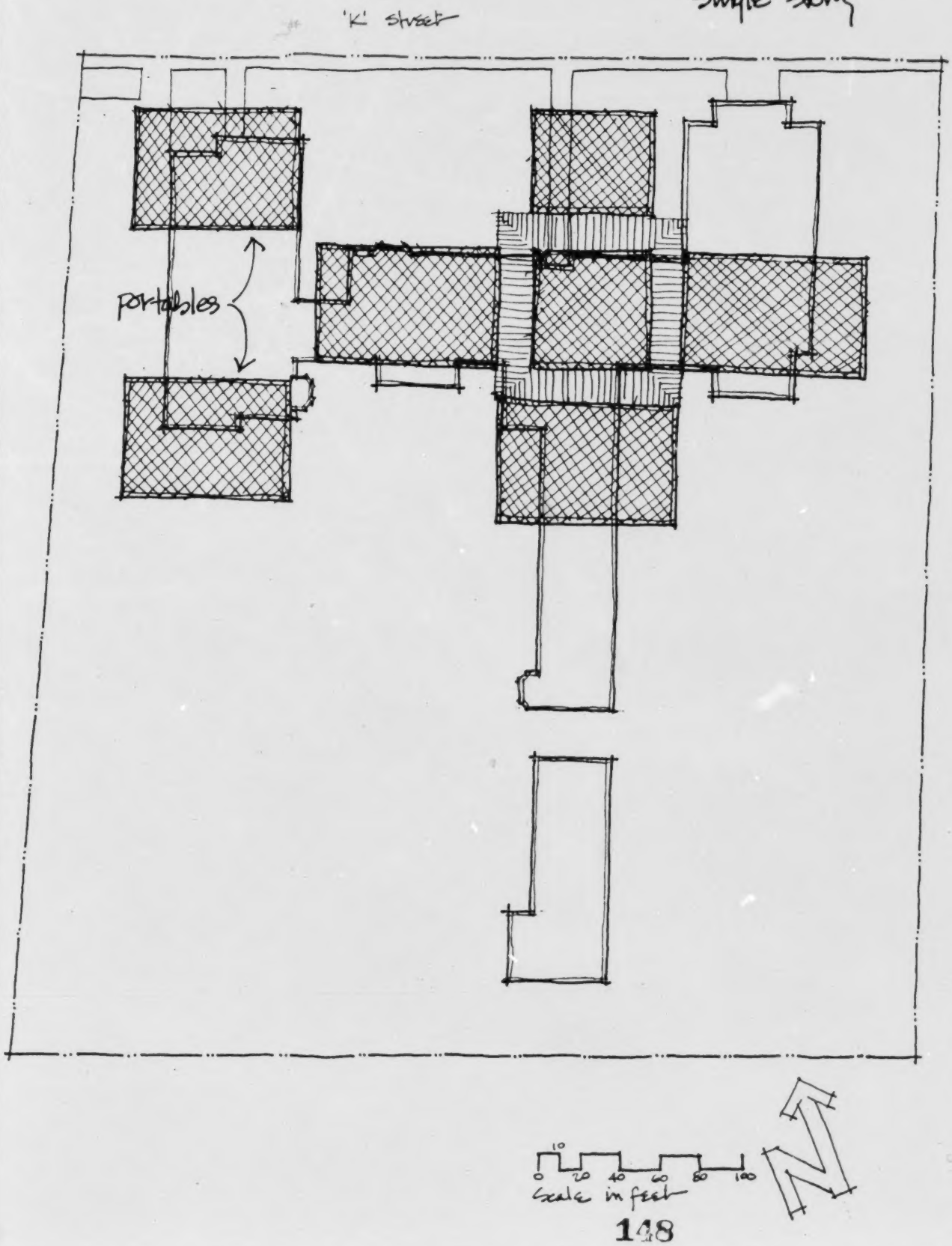

Bret Harte School
Approx. ground coverage
Single story
7th avenue
Portables
Franklin Blvd.
0 20 40 60 80 100
Scale in feet
N


Bret Harte School
Approx. ground coverage
Two stories
7th avenue
portables
(single story)
Franklin Blvd.
0 10 20 40 60 80 100
Scale in feet
N

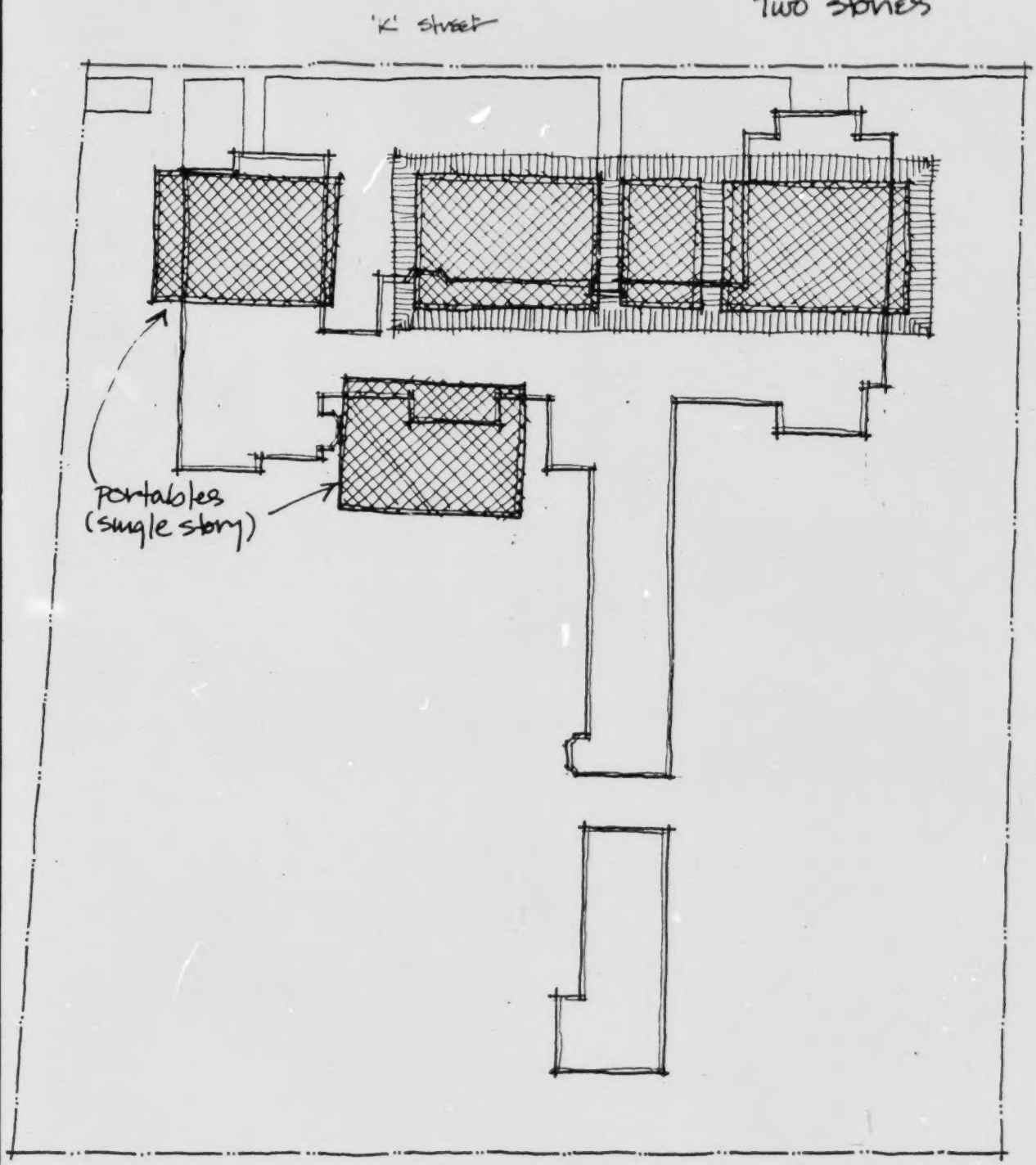
David Lubin School
Existing



David Lubin School
Approx. ground coverage
Single story



David Lubin School
Approx. ground coverage
Two stories



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1019 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

April 19, 1974

Dear Parents:

We presently have elementary school project teams made up of parents, teachers, administrators, staff, and architects working to develop the educational specifications for the new elementary schools to be built in Sacramento. These buildings will be built to replace schools that do not meet earthquake safety standards. State law dictates that we cannot use these legally unsafe buildings after June 30, 1975. The Board of Education, working with committees made up of parents and staff members, has selected architects for the various sites. In order to make financial savings and speed up the building process, the Board has elected to use two basic plans: one plan will be used for the schools that will be K-3 in nature, and another plan will be used for buildings that will be K-6. We will build a K-3 school on the to-be-purchased fairgrounds site and on the Washington site; the architects are Stafford and King. We will build K-6 schools on the Bret Harte, David Lubin, and William Land sites. In addition, there will be semi-permanent modular classrooms built on those sites where the student enrollment is expected to exceed the planned 450 students. Each of these buildings will have a different exterior facade in order to meet the aesthetic needs of the community. Historically, the district has had a policy of using the same plans on different school sites. In the past 20 years, we have used one plan 19 times and another plan two times. In order that the anticipated savings will be realized, we must move very rapidly. Inflation continues to increase the cost of building at an alarming rate.

Our planning teams are now working to complete the educational specifications for the five new elementary schools by May 31, 1974. The final editing will be completed by July 1, 1974. Planning teams made up of parents, teachers, administrators, and staff will use these educational specifications to then work with the architects to design buildings that will meet our community's educational needs.

We are now building under a state loan program where we are allowed 55 square feet of space per student. This will be our first experience working with this program. The requirements of building within the state budget are rigid and will require following the state program rigidly so that we will be able to qualify for matching state loan funds.

When you have ideas concerning the new schools, please fill out and return the attached form to any school principal. The committees will then use this information as they work with the architects to provide the best possible educational facilities at the lowest possible price. Parents desiring to make personal appearances before one of the project teams should contact Mr. Robert Davis, coordinator, Elementary School Planning Teams, 454-8603.

Sincerely,

Edward B. Fort

Edward B. Fort
Superintendent

EBF:RD:sm
Attachments: 1

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

April 19, 1974

Queridos Padres:

En la actualidad tenemos un proyecto de la escuela primaria consistiendo de maestros, padres, administradores, arquitectos y empleados que trabajan especificamente para el desarrollo educacional en las escuelas nuevas que serán construidas en Sacramento. Estos edificios serán edificados para reemplazar escuelas que no pasan el requisito de seguridad contra temblores de tierra. La ley dicta que nosotros no podremos usar estos edificios peligrosos legalmente despues del 30 de Junio de 1975. El Consejo de Educación (Board of Education), trabaja con los comités formados de padres y miembros de la empresa escolar, y ha seleccionado arquitectos para los distintos sitios. Para economizar y apurar el proceso de edificar, el consejo ha seleccionado el uso de dos planes básicos: un plan se usará para las escuelas que serán de Kinder hasta el tercer grado, y el otro plan se usará para los edificios de kinder al sexto grado. Edificaremos una escuela de K-3 dn el sitio de la feria antigua (old fair-grounds) que estamos para comprar, y otra en el sitio de Washington; los arquitectos son Stafford y King. Edificaremos escuelas de K-6 en los sitios de Bret Harte, David Lubin y William Land. Ademas habrá salones semi-permanentes construidos en los sitios donde se espera tener la matriculación de exceso a 450 estudiantes. Cada uno de estos edificios tendra distinto exterior según las necesidades de la comunidad. Historicamente, el distrito ha tenido como entendido el uso del mismo plan en distintos sitios escolares. En los ultimos 20 años, hemos usado un plan 19 veces y otro plan dos veces. Para realizar los ahorros anticipados tenemos que movernos con rapidez. Inflación continúa elevándose y aumenta el costo de los edificios a un paso alarmante

Nuestros grupos estan trabajando para completar las especificaciones educacionales para las cinco nuevas escuelas elementales para el 31 de Mayo de 1974. Se completara el punto final para el primero de Julio 1974. Los grupos que estan planeando se componen de padres, maestros, administradores y empleados, los cuales usarán estas especificaciones educacionales para entonces juntarse con y planear con, los arquitectos que desiñaran los edificios que serviran las necesidades educacionales de la comunidad.

Estamos edificando bajo un programa con préstamos estatales el cual nos permite 55 pies cuadrados de espacio por cada estudiante. Esta es nuestra primer experiencia con este programa. Los requisitos de edificar y de quedar dentro de los fondos estatales son rígidos y se necesitará seguir el plan estatal al pie de la letra para poder calificar para recibir fondos del estado.

Cuando tenga ideas en cuanto a las escuelas nuevas, por favor llene la forma adjunta y désela a cualquier director de escuelas. El comité entonces usurá esta información al planear con los arquitectos haciendo lo posible para mantener el establecimeinto educacional al costo más bajo posible. Padres de familia que quieran aparecer personalmente ante los grupos que están planeando el proyecto deben de ponerse en contacto con el Sr. Robert Davis, coordinador de El Grupo Planeador de Las Escuelas Primarias, 454-8603.

Sinceramente,

Edward B. Fort

Edward B. Fort
Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

BEST COPY AVAILABLE

各位家長：

本市教育局各小学建築計劃小組正在商討建築新小学計劃中有教育有関的条件計策。這些小組是由家長，教師，行政人員和建築師組織成的。新建校舍将代替目前不合地震安全条例的旧校舍。因为本省法律規定這些不合安全条例的旧校舍，必須在一九七五年六月三十日以後停用。本市教育委員會得到家長和教育局職員小組的合作已選出各校舍的建築師。教育委員會为節省建築費用及減低建築時間已决定只選用兩個基本建築藍圖。第一藍圖将用以建築只包括幼稚園及初小年級学校校舍。第二藍圖則用於建築由幼稚園至高小年級学校。教育局将应用第一藍圖建校舍於将購用的省立工展旧址及 Washington 小学現址。第二藍圖将建於 Brete Hart, David Lubin, William Land 各小学現址。又在将收容四百五十学生以上各学校加建半永久性的流动式課室。以上各学校外形将各有不同，以便適应和附近环境調和的美術条件。本教育局以往已实行用同一藍圖建多間校舍。二十年来一藍圖曾被应用十九次之多。另一藍圖亦被应用兩次。為使預測可減少的建築費用实現，我们必須儘早進行建築。因为在此物価飛漲的當口，建築費高漲亦不會例外。

BEST COPY AVAILABLE

本教育局預算在五月三十一日前完成五间新小学的教育有关的条件計策。最後决定将在七月一日，家長教師行政人員所组成的計劃小组将用以上的計策向建築師商討校舍設計以便適合每地区教育需要。

在省政府的貸款計劃下，本市預算每学童将有五十五方尺空间。本市是首次应用省貸款計劃。計劃上的建築規定非常嚴格，必須全部合省規定条件才有貸款資格。

各位如对建築新校舍有建議，請填附有表格，然後送交任何市立学校校長。各計劃小組将會用你們宝貴的建議向建築師商討以便用最低的代価博取最完美的教育設備。

願意親自到計劃小组发表意見的家長，請向组長 Robert F Davis 接洽。

電話：454-8603

教育局局長

敬謹

Edward [illegible]

Sacramento City Unified School District
Research and Development Services Office
Elementary School Planning Teams

ELEMENTARY SCHOOL PLANNING TEAMS EXPRESSION FORM

We are looking for new ideas to help teams develop plans for the new schools. Please express your ideas and concerns on this form. You may return this form to any principal in the district.

Your name:_____ For what proposed school:_____

Date:_____

Area of concern:

The problem or my concern, as I see it, is:

A suggested solution to the problem or concern, as I see it:

(Use other side of paper if necessary. If you wish to include diagrams, drawings, samples, etc., please attach them to this paper.)

Principals, please return this form to elementary school planning teams, Box 5, 1619 N Street, Sacramento 95810

Sacramento City Unified School District
Research and Development Services Office
Elementary School Planning Teams

GRUPOS DE LA ESCUELA ELEMENTARL FORMAS DE EXPRESION

Estamos buscando nuevas ideas para ayudar a desarrollar planes para las nuevas escuelas. Favor de expresar sus ideas en esta forma. Puede usted regresar esta forma a cualquier director del distrito.

Su nombre _____ Para la escuela proupesta _____

Fecha: _____

Concierne esta area:

El problema que me concierne, y como lo veo, es:

Sugiero una solucion sobre el problema tal como lo veo:

(Use el otro lado si es necesario. Si gusta incluir un diseno o ejemplar, etc., favor de incluirlo en este papel.)

Directores, favor de regresar esta forma a los grupos que planean de las escuelas primarias, Box 5, 1619 N Street, Sacramento 95810.

APPENDIX 13

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT 147

MEMORANDUM

TO: Dr. Donald E. Hall and Central Staff Members

DATE: April 22, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

BEST COPY AVAILABLE

SUBJECT: PRE-SCHOOL AND SPECIAL EDUCATION FACILITIES FOR THE TO-BE-CONSTRUCTED ELEMENTARY SCHOOLS

I recently met with Mrs. Harriet Agena, a representative of the Asian community in the William Land area. Her group was most interested in the pre-school program and questioned me as to the prognosis of this program being continued at the new William Land site. Mrs. Agena's group has since met with the superintendent and Mrs. Sally Yost, Head Teacher, Parent and Pre-School Education.

The pre-school is the first contact that many parents have with the school system. In the past, our experience with pre-school parents has been positive, and they have been supportive.

Pre-school programs appear to be even more important when children come to us with a monolingual background. Research appears to indicate that the monolingual children who have pre-school experience, progress much more rapidly than monolingual children without pre-school experience.

At the present time, the following schools are included in pre-school programs with financing through Compensatory Education:

Washington	- 2 classes	Trinity Cathedral	- 1 class
William Land	- 1 class	Fruit Ridge	- 2 classes
American Legion	- 2 classes	Jedediah Smith	- 3 classes

In addition to the above, district financing has also allowed for the following schools to be included in the pre-school program:

Newton Booth - 1 class
William Land - 1 class
David Lubin - 1 class (Combined with physically handicapped class)
Tahoe - 1 class

I feel that the above programs must be considered as soon as possible along with the needs of the Special Education Department, in order that prudent decisions can be made in both the planning of new schools and the assignment of students to the new schools.

RFD:ps

APPENDIX 14

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT 148

MEMORANDUM

TO: Selected Elementary Principals DATE: April 9, 1974

FROM: Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: STUDENT INPUT REGARDING CONSTRUCTION OF NEW ELEMENTARY SCHOOLS

In order to help our elementary school planning teams, we would like to make the following request. Each teacher who feels this project is of importance is asked to work with his class to provide the committee with the ideas of students regarding new school construction.

1. What types of things would they like to have included in the new schools?

2. What things would they want to have eliminated in the new schools?

3. What features do they have in their present school they might like to have replicated?

This is our first time in working with the state aid building project where we will be allowed 55 square feet of space per student. An axiom in economics is: "Scarcity - we have unlimited wants but have limited resources". I feel this axiom is an important one for students to understand. It is also important that students understand how we fit in our society as contributing members. The schools they will be helping to design will have a mid-point in life in the year 2000.

We will be building schools on the following sites: Bret Harte, David Lubin, Fairgrounds (to be purchased), Washington and William Land. The cost of each of these buildings will be approximately 1.3 million dollars. In addition to these schools, we will be replacing buildings that do not meet earthquake safety standards at Crocker, Fruit Ridge, Riverside and Tahoe.

State law dictates that we will not be able to house these buildings beyond July 1, 1975, as they have been declared legally unsafe due to the aforementioned lack of conformity regarding earthquake standards.

Please forward all information gathered from your groups to me at 1619 N Street, Box 5.

Thank you.

RFD:ps

Attachments - 1 for
each teacher, 3-6

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

149

April 19, 1974

Dear Elementary School Staff Member:

We presently have elementary school project teams made up of parents, teachers, administrators, staff, and architects working to develop the educational specifications for the new elementary schools to be built in Sacramento. These buildings will be built to replace schools that do not meet earthquake safety standards. State law dictates that we cannot use these legally unsafe buildings after June 30, 1975. The Board of Education, working with committees made up of parents and staff members, has selected architects for the various sites. In order to make financial savings and speed up the building process, the Board has elected to use two basic plans: one plan will be used for the schools that will be K-3 in nature, and another plan will be used for buildings that will be K-6. We will build a K-3 school on the to-be-purchased fairgrounds site and on the Washington site; the architects are Stafford and King. We will build K-6 schools on the Bret Harte, David Lubin, and William Land sites. In addition, there will be semi-permanent modular classrooms built on those sites where the student enrollment is expected to exceed the planned 450 students. Each of these buildings will have a different exterior facade in order to meet the aesthetic needs of the community. Historically, the district has had a policy of using the same plans on different school sites. In the past 20 years, we have used one plan 19 times and another plan two times. In order that the anticipated savings will be realized, we must move very rapidly. Inflation continues to increase the cost of building at an alarming rate.

Our planning teams are now working to complete the educational specifications for the five new elementary schools by May 31, 1974. The final editing will be completed by July 1, 1974. Planning teams made up of parents, teachers, administrators, and staff will use these educational specifications to then work with the architects to design buildings that will meet our community's educational needs.

We are now building under a state loan program where we are allowed 55 square feet of space per student. This will be our first experience working with this program. The requirements of building within the state budget are rigid and will require following the state program rigidly so that we will be able to qualify for matching state loan funds.

When you have ideas concerning the new schools, please fill out and return the attached form to any school principal. The committees will then use this information as they work with the architects to provide the best possible educational facilities at the lowest possible price.

Sincerely,

Edward B. Fort
Superintendent

EBF:RD:sm
Attachments: 1

Sacramento City Unified School District
Research and Development Services Office
Elementary School Planning Teams

ELEMENTARY SCHOOL PLANNING TEAMS EXPRESSION FORM

We are looking for new ideas to help teams develop plans for the new schools. Please express your ideas and concerns on this form. You may return this form to any principal in the district.

Your name:_____ For what proposed school:_____

Date:_____

Area of concern:

The problem or my concern, as I see it, is:

A suggested solution to the problem or concern, as I see it:

(Use other side of paper if necessary. If you wish to include diagrams, drawings, samples, etc., please attach them to this paper.)

Principals, please return this form to elementary school planning teams, Box 5, 1619 N Street, Sacramento 95810

APPENDIX 16

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

151

TO: All Project Team Members DATE: February 6, 1974

FROM: Jack C. Anderson
Coordinator
Junior High/Middle Schools Project Teams

SUBJECT: DISTRICT PERSONNEL TO BE USED AS CONSULTANTS

Project team members may find the need to have specific answers to specialized questions which may come up in the course of their work. The personnel who may be contacted in that event are:

Junior High/Middle School Coordinator - Jack Anderson	454-8604
Adult Education - A. Warren McClaskey	454-8747
Attendance and Welfare - William Swezey	454-8131
Budget Department - Bruce Mangerich	454-8661
Building Maintenance - Jack Graham	454-8451
Counseling and Nursing Services - John Smoak	454-8186
Curriculum	
Secondary - Charles Jones	454-8595
Paul Reese	454-8533
Elementary - Louise Leoni	454-8123
Custodial Services - Arthur Artero	454-8451
Data Processing - Tom Sumida	454-8171
John Spangler	454-8766
Facilities Planning and Construction - John Meyer	454-8602
Food Services - Lawrence Dopp	454-8771
Instructional Materials Services - Richard Rogers	454-8571
Intergroup Relations - Ervin Jackson	454-8641
Legal Services - Donald E. Hall	454-8441
Library Services - J. Porter	454-8561
Personnel Services	
Certificated - Robert Parker	454-8130
Classified - Phillip MacDonald	454-8633
Psychological Services - Richard Stiavelli	454-8556
Research Office - Holland Payne	454-8488
Special Education - Harold Parker	454-8545
Staff Training and Summer School - Fred Stewart	454-8585
Vocational Education - Harold Stainbrook	454-8336
Work Experience - John Murphy	454-8457

JCA:ik jca

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Dr. Edward B. Fort
Superintendent

DATE: February 20, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: ELEMENTARY SCHOOL PROJECT PLANNING TEAMS

As per your request, the following principals have been surveyed and are willing to serve during the planning of the new schools:

PRINCIPAL	SCHOOL	RESPONSE
Frank McNamara	Caleb Greenwood	Working on Kit Carson committee
William Walcott	Coloma	Willing to serve
Robert Frazer	Crocker	Working on California Junior High School committee
Raymond Vonasek	David Lubin	Will serve with Nona Sall at David Lubin
Charlotte Moss	Donner	Willing to serve
Ralph Congdon	El Dorado	Willing to serve
John Mamola	Fremont	Willing to serve
Jack Davis	Fruit Ridge	Willing to serve
Oliver Hughes	Jedediah Smith	Working with California Junior High School committee at present
David Perkins	Marshall	Willing to serve
Lee Lurty	Newton Booth	Willing to serve
William Geisreiter	Phoebe Hearst	Willing to serve
Hubert Rae	Riverside	Willing to serve
Lloyd Tunstall	Sierra	Would like to work with Jack Cochrane
Charles Watters	Tahoe	Willing to serve

Paul Thompson, John Cabrillo Elementary School, would like to serve if needed.

RFD:ps

ELEMENTARY SCHOOLS
EDUCATIONAL SPECIFICATIONS

SCHOOLS

BRET HARTE
DAVID LUBIN
FAIRGROUNDS
WASHINGTON
WILLIAM LAND
AND
SEMIPERMANENT MODULES

BEST COPY AVAILABLE

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

RESEARCH AND DEVELOPMENT SERVICES OFFICE

Sacramento City Unified School District
1619 N Street
Sacramento, California 95810

EDUCATIONAL SPECIFICATIONS

FOR THE

BRET HARTE, DAVID LUBIN, FAIRGROUNDS, WASHINGTON,
WILLIAM LAND ELEMENTARY SCHOOLS, AND SEMIPERMANENT MODULES

Elementary School Planning Teams
Research and Development Services Office
Donald E. Hall, Assistant Superintendent

July, 1974

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

Grant Bennett, President
Thomas Chinn, Vice President
D. Jackson Faustman
Mrs. Eva S. Garcia
Judy Kerri
Hugh F. Melvin
William G. Rutland

ADMINISTRATION

Edward B. Fort, Superintendent
Joseph H. Lynn, Deputy Superintendent
Donald E. Hall, Assistant Superintendent
Russell R. Kircher, Assistant Superintendent

ELEMENTARY SCHOOL PLANNING TEAMS

Sally B. Scott, Leader, Team 1
Gladys Y. Peng, Leader, Team 2
John M. Cochrane, Leader, Team 3
Robert F. Davis, Coordinator

TABLE OF CONTENTS

	Page
Title	i
Masthead	ii
Table of Contents	iii
Introduction	1
Project Timeline	4
District Goals	6
Early Childhood Education Goals	8
General Planning Concepts	9
General Specifications	11
Report, Team No. 1, Fairgrounds, Washington Schools	
Team Membership	14
Early Childhood Education Goals	15
Kindergarten-Primary Program	16
Teaching Spaces	
Kindergarten	17
Primary	19
Kindergarten-Primary Playground	22
Media Center	23
Special Education	28
Auxiliary Spaces	
Multipurpose Room	31
Site Development	36
Administration Spaces	
Principal's Office	37

TABLE OF CONTENTS

Page

Administration Space

Supportive Services Office 38

General Office Area 38

Conference Area 39

Health Services 40

Teachers' Lunch and Workroom 42

Custodial Facilities 43

Textbook Storage 43

Drawings of Functional Relationships 44

Report, Team No. 2, Bret Harte, David Lubin and William Land Schools

Team Membership 50

Teaching Spaces

Kindergarten 51

Primary 52

Intermediate 54

Special Education 56

Media Center 58

Auxiliary Spaces

Multipurpose Room 60

Site Development 64

Textbook Storage 64

Custodial Facilities 64

Administration Spaces

Principal's Office 65

Secretary's Space 66

Health Services 66

TABLE OF CONTENTS

Page

Administration Spaces

Counselor's Office 67

Conference Rooms 67

Teacher's Lunch and Workroom 67

Drawings of Functional Relationships 69

Report, Team No. 3, Semipermanent Modules

Team Membership 76

Educational Specifications

General 77

Facilities 78

Drawing of Functional Relationships 80

Report, Children's Centers

General 83

Appendix

Parent Survey Form 85

Staff Survey Form 91

Student Survey Form 93

INTRODUCTION

On February 11, 1974, the Board of Education of the Sacramento City Unified School District adopted a plan whereby the Bret Harte, David Lubin, Fairgrounds, Washington, and William Land schools would be built to replace schools that did not meet the earthquake safety standards of the 1933 Field Act.

A coordinator was appointed to organize, monitor, and assign planning teams who would be charged with the responsibility of developing the educational specifications for each of the schools to be constructed. The board elected that one plan would be used for the K-3 Fairgrounds and Washington elementary schools and one plan would be used for the K-6 Bret Harte, David Lubin, and William Land elementary schools. In addition, one plan would be developed for a semipermanent modular building that could be used on sites where the actual student enrollment and/or needs exceeded the previously adopted 450-student regular elementary school size. The re-use of plans was deemed necessary by the board in order to make savings in time, fees, and construction costs.

The school district has historically benefited from the re-use of school plans. Two of the most recently constructed elementary schools were built from the same plan. Previous to that, nineteen elementary schools were built from the same plan. Only minor modification was necessary with each re-use in order to bring the plan current with contemporary design, materials, and site orientation.

Three planning teams were organized. Each team was made up of parents, teachers, a representative of the Certificated Employees Council, a custodian, administrators, and the project coordinator. Students were not included on the teams as their input could be garnered by other means.

Each of the schools to be built is to have exterior and interior decorative changes that will make the school represent the cultural heritage of the educational community it serves. Each school is to be considered an integral part of the community it serves.

In order to help guide the planning teams' efforts, a survey form was prepared and sent to all parents in the school attendance areas who would be affected by the new schools. The survey form (see Appendix 1, page 83) was printed in Chinese, English, and Spanish. Each elementary school staff member was surveyed as to his concerns about the new schools (see Appendix 2, page 89). Each group surveyed was asked to comment regarding his concerns and possible solutions. Additionally, respondents were asked to include diagrams, drawings and/or samples that would help describe their concern or solution. Each elementary school teacher was asked to discuss the new schools with his class. (See Appendix 3, page 91). Copies of all the returned survey forms, plus the information provided by students, were given to each team leader who was responsible for the inclusion of the data in the input provided for the planning teams.

INTRODUCTION (cont.)

Each planning team was given the opportunity to visit a series of elementary schools whose contemporary design and use might provide some of the background information necessary for the teams to make educated suggestions in regard to the new school plans. Schools that reflected suburban situations in the Rio Linda Elementary School District were visited. The Nevada City schools were able to show the teams examples of schools designed to house students from a small town, as well as provide services for the many rural students who daily travel great distances by bus. The schools visited in San Francisco presented examples of integrated urban schools which were built on sites of restricted size.

Involvement is the key word in the process of contemporary education; involvement by citizens, agencies, employee groups and students must be considered. The Board of Education is well aware of this necessity and supports the concept in word and action.

Change is not always readily accepted by all people. Changes in the law are not understood nor accepted by many people. The schools are placed in a position of leading much social change; the leadership is often thrust upon the schools by the courts. The educators are then placed in a position of educating the public in order to help bring the district into compliance with the law. The better informed the people, and the more opportunity provided them for their concerns to be heard and incorporated into action, the better the prognosis for successful change.

The project teams were formed in such a manner that many groups were represented within the team. The teams were composed of: parents, teachers, a representative from the certificated employees council, custodians, secretaries, school administrators, central office administrators and architects. Each person on the project team was encouraged to talk to his peers outside the team in order that he could present representative as well as personal ideas and views to the team.

There are educational programs that are being presently considered at the state and national levels which will become an integral part of the educational programs in years to come. The committee realized that these programs were in the offing and did all possible to insure that the buildings were flexible in nature to care for changing programs. One must be reminded that the schools were designed to stay within the size formula set forth by the Office of Local Assistance of the State of California. Even though the committee could see the need for many additional items and/or spaces in the building, it was necessary to stay within both the square footage and the monetary budgets.

Sacramento has never before built schools according to the State of California Office of Local Assistance formula. In the past, it has designed and built schools on the basis of need and budget. The five schools presently planned cannot exceed 55 square feet of space per student and must also stay within cost allowances because of the constraints of building within the state loan program.

INTRODUCTION (cont.)

Many of the facilities built by the Sacramento City Unified School District in the past, whose qualities have been taken for granted, were carefully scrutinized by the committees. The functioning of the teaching spaces was considered to be of prime importance. All other space was considered secondary to teaching space.

In this planning procedure, the architect was responsible for developing the schematic drawings. Each team has conducted final meetings at which time they adopted the final educational specifications and schematic drawings.

The final document was presented to the staff of the Sacramento City Unified School District and then to the Board of Education for adoption.

The final document is intended to assist the architects and the elementary school building committees as they work to see that the new buildings accurately reflect the intent and philosophy of the planning teams for the anticipated educational programs.

These new schools are planned to be ready for occupancy by the summer of 1976.

TIMELINE FOR DEVELOPING AND ADOPTING
THE EDUCATIONAL SPECIFICATIONS AND SCHEMATIC DRAWINGS
FOR THE PROPOSED ELEMENTARY SCHOOLS

The calendar maintained during the development of the educational specifications for the planned elementary schools was as follows:

February 20, 1974	-	Met with team leaders for orientation
February 21, 1974	-	Interviewed architects
February 22, 1974	-	Interviewed and selected architects
February 27, 1974	-	Met with team leaders
March 4, 1974	-	Architects appointed by the Board of Education
March 11, 1974	-	Organizational meeting for all team leaders
March 13, 1974	-	Met with appointed team architects
March 15, 1974	-	All planning teams formed
March 15, 1974	-	Progress report to deputy superintendent's staff
March 18, 1974	-	First meeting of Team 1 (Fairgrounds, Washington School)
March 19, 1974	-	First meeting of Team 2 (Bret Harte, David Lubin, William Land Schools)
March 20, 1974	-	First meeting of Team 3 (Modules, semipermanent structures)
		Each of the three planning teams met on a weekly, regularly scheduled basis.
March 21, 1974	-	Progress report to superintendent's staff
April 3, 1974	-	Progress report to all district administrators
April 24, 1974	-	Progress report to superintendent's staff
May 29, 1974	-	Completion of input from teams
May 31, 1974	-	First drafts from team leaders
June 7, 1974	-	Typed and edited first drafts
June 12, 1974	-	Progress report to superintendent's staff
June 20, 1974	-	Team 3 met to approve draft of educational specifications and schematic drawings

June 21, 1974	-	Revision and final drafts of educational specifications
June 28, 1974	-	Team 2 met to approve draft of educational specifications and schematic drawings
July 10, 1974	-	Team 1 met to approve draft of educational specifications and schematic drawings
July 16, 1974	-	Completed editing of educational specifications document
July 17, 1974	-	Presentation of final educational specifications and schematic drawings to superintendent's staff
July 25, 1974	-	Presentation of educational specifications and schematic drawings to Board of Education as conference item
August 5, 1974	-	Presentation to Board of Education as action item

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT GOALS

Goals for education in the Sacramento City Unified School District were adopted by the Board of Education on December 10, 1973. These goals were accepted by the elementary school planning teams as guides for the educational programs to be housed in the new facilities. The board indicated the goals were listed in neither intended nor implied priority order.

EDUCATIONAL GOALS

To prepare the students of the Sacramento City Unified School District for the reality of life as it is in our community, society, and world by providing for the education of the total individual, we submit these goals:

Student Goals

1. To develop the basic skills of reading, writing, speaking, listening, and computing, and to apply these skills to life situations.

2. To develop a positive self-image and a sense of worth, self-discipline, a desire to learn, and a feeling of success.

3. To develop the full potential of each student in relation to his ability.

4. To develop a pride in one's own culture and an appreciation and understanding of the contributions of all cultures.

5. To create an awareness of a wide range of career opportunities and to enable the student to develop employable skills and/or to continue his education beyond grade 12.

6. To develop an understanding of the democratic process and the ability to operate effectively as a responsible member of our society.

7. To encourage an understanding of the past, to identify with the present, and to develop competence to meet the future with flexibility.

8. To develop habits of physical fitness, health, and safety.

9. To develop an appreciation of the fine arts and to provide opportunities to acquire basic skills in this area.

10. To develop an interest in a variety of leisure-time activities.

11. To develop an understanding of and an ability to practice the skills of family living.

12. To develop a respect for the world's natural resources, and an understanding of the responsible care of the earth and its environment.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT GOALS (cont.)

13. To develop ability in problem solving, decision making and critical thinking, and the skills to communicate ideas and feelings effectively.

14. To develop an understanding of the physical and natural sciences.

15. To develop sportsmanship and fair play in all activities.

Institutional Goals

1. To establish more workable teacher-pupil ratios (TPR) in all K-12 schools which would be more conducive to learning.

2. To provide prior to school entry, and as a continuing process, an evaluation program to assist the staff in determining individual problems, needs, and abilities of all students.

3. To encourage at all levels, continuing communication among community, staff, parents, and students in the development and implementation of school programs.

4. To provide a full complement of staff and adequate supplies, materials, and equipment according to each school's individual needs.

5. To establish a learning environment wherein students, teachers, and administrators develop trust, mutual respect, and an understanding of each other through open communication.

6. To develop procedures for actively seeking and considering student opinion in the learning process.

7. To develop, with the cooperation of the community, an adequate safety program that would protect students at school and on their way to and from school.

8. To insure the existence of an effective system for evaluating and improving the quality of all district personnel.

In adopting these goals, the board made a commitment to develop a workable plan for maximum citizen participation in the educational process.

EARLY CHILDHOOD EDUCATION PROGRAM GOALS

Needs assessment information, combined with advisory committee members' knowledge of the needs of children, contributed to the establishment of the goals and objectives for the Early Childhood Education Program. The established goals are as follows:

The Early Childhood Educational Program will provide the opportunity for both child and parent to develop

1. A positive self-image.
2. Intellectual curiosity, eagerness for lifelong learning and the skills needed to acquire, transmit, use, and evaluate knowledge.
3. A cooperative attitude in daily relations with all others.
4. The capacity to discipline oneself to work, study, and play constructively.
5. Flexibility, adaptability, and appropriate attitudes toward change.
6. Respect, appreciation, and understanding of the cultural heritage and contributions of all peoples of the world.
7. Creative self-expression and cultivation of appreciation for the aesthetic expression of others.
8. Attitudes conducive to productive citizenship in a democracy.
9. A concern for personal and public safety and health, both physical and mental.
10. Understanding and respect between parent and child in meeting responsibilities for their educational development.
11. Attitudes conducive to acceptance and understanding of the responsibilities of one's role as contributing family member.
12. Awareness of vocational opportunities and requirements and respect for various work-roles.
13. An understanding of the value of natural and human resources.
14. A positive attitude toward participation in a range of leisure time activities and constructive avocational pursuits.

III. GENERAL PLANNING CONCEPTS

Flexibility is the key to the design of the building. It should allow for changes in the internal space allocations as the basic educational program requires change. The students' time schedule is the second dimension which has to be considered when talking about flexibility. The curriculum must be strengthened to implement individualized instruction, continuous progress and team teaching. Time allocations must be arranged to accommodate groups ranging in size from two to 120, and time modules varying in length from 20 to 60 minutes, or longer. A program of this type which requires the movement of pupils in varying numbers at varying times demands acoustical treatment, carpets, etc., to reduce noise to the level that it does not become a distraction to other students.

The building must be able to accommodate the latest educational technological advances. Provisions must be made in the individual rooms for closed-circuit television, for the tapping of cable television as it becomes a reality, for the applications of computer assisted instruction and for the future use of computers.

Classrooms, wherever possible, should be provided with an exit to the exterior, with suitable landscaping in the areas adjacent to these rooms so that the outdoors becomes an extension of the classroom. Every space should have a direct relationship to the outside environment.

The use of the building as a community center is of prime importance. This use of the building by people of all ages, beyond the regular school day and the regular school year, makes the considerations of space and facilities take on a dimension that goes beyond the normal needs of elementary school students.

General Criteria

1. The building must provide maximum adaptable and flexible space and should be aesthetically attractive to the pupils and community it serves. In particular, the Washington School should reflect the multicultural heritage of the neighborhood.

2. The media center should be situated so that each discipline will have primary, secondary, or satellite access to it.

3. Spaces within the building should be adaptable to a variety of size groups. Example: large group presentation, discussion groups and independent work (it should also make provision for adapting to future changes and instructional styles).

4. The building should be planned for maximum space usage at all times during the day and year. Shared large space areas should have ease of rapid conversion from one teaching discipline to another.

5. Space should be provided for subject area team planning as well as individual teacher preparation and storage. Space for cooperative team planning should be provided with primary access to the media center.

III. GENERAL PLANNING CONCEPTS (cont.)

6. Colors used throughout the building should reflect the mood of the learning environment and the vitality of the age group.

7. Pedestrian traffic flow must be planned to allow for movement at different time segments without disturbing other activities. Safe and adequate space must be provided for the movement of students.

8. All or part of the building must be secured from entry at any time.

9. Space for staff and community parking should be provided. Delivery access to administration and food should also be planned. Student bicycle storage areas should be provided for easy student access and security.

10. There shall be a prominent display of the name of the school.

11. Community access to the building needs to be easily identified.

12. The landscaping should allow for acceptable involvement of the students in its usage.

IV. GENERAL SPECIFICATIONS

The committees which met to develop the educational specifications for the elementary schools each have stipulated that some general features for environmental control must be specified for all schools being planned. It was expected that these stipulations would have the effect of establishing a minimum standard common to all elementary schools being planned and that the special considerations for the individual schools would be additional, not preemptory. This is in keeping with the Board of Education's direction toward the re-use of school plans in order to reduce costs and shorten the planning-building time.

Criteria:

A. Heating, Ventilating and Cooling

1. The entire plant should provide a 24-hour, as well as year-round, environmental control suitable to the activities planned to occur within each space.

2. The cooling system shall be capable of maintaining a maximum inside dry bulb temperature of 78° F with an outdoor dry bulb temperature of 100° F in summer.

3. The heating system shall be capable of maintaining a minimum inside dry bulb temperature of 72° F with an outdoor dry bulb temperature of 32° F in winter.

4. Conditioned outside air shall be introduced into the building at the rate of 5 cfm/person or 10% of the total supply air, whichever is greater.

5. Each classroom shall be controlled by an individual room thermostat and shall be entirely automatic requiring no manual operation.

B. Acoustical Treatment

1. The plant should provide an acoustical environment that will make possible a variety of activities occuring simultaneously without distraction.

2. Sound absorbing materials must be so placed that noise transfer from one teaching space to the next is minimized.

3. The adverse effect of freeway and playground noises from outside the classrooms must be minimized.

C. Visual Environment

1. Each instructional space should have blackboard and/or overhead projection capabilities, tackboard and display area.

2. Lighting within all learning areas should be shadow-free. Exterior lighting should provide maximum night visibility and safety.

3. Parking areas should be adequately lighted.

IV. GENERAL SPECIFICATIONS

Criteria:

C. Visual Environment (cont.)

4. Night yard lighting should emphasize play areas so that community use is directed toward those areas, rather than the buildings.

5. Classroom lighting shall give due consideration to visual comfort as well as installation and operational cost of the fixtures. For instance, an appropriate planning standard is considered to be 4 watts per square foot with a rating of at least 75 on the VCP scale and 85 on the ESI scale, page 13 of California School Lighting Design and Evaluation: California State Department of Education, Sacramento 1973.

D. Selection of Materials

1. All surfaces should be as maintenance free as possible, while still maintaining an aesthetic quality.

2. All outside gates and fences shall be of chainlink variety. If sight screen is needed, wooden slats in the chainlink fence are acceptable.

3. Shrubbery and other landscaping materials shall be approved before installation by Sacramento City Unified School District Maintenance and Operations Services Department.

4. In planning landscaping due consideration must be afforded the problems of surveillance by night security patrols.

5. Outside wall materials shall be non-porous for easy removal of graffiti.

6. Playgrounds shall be properly drained.

7. Mechanical equipment must be screened from view and secured from vandals.

E. Special Education

Special programs depend upon the services of psychologists, nurses, speech therapists, etc. Spaces are needed for conferencing with these resources while they are in the building.

Visually Handicapped:

(a) mobility possibilities to all areas;
(b) adjustable shelves for storage of large Braille books;
(c) power source for Braille typewriter, listening center, tape recorder;
(d) water;
(e) area that can be made light sensitive;
(f) quiet, closed area for transcriber; and

IV. GENERAL SPECIFICATIONS

Criteria:

Special Education

Visually Handicapped: (cont.)

(g) central to regular academic area.

Educationally Handicapped:

(a) away from center of school;
(b) water; and
(c) space for activities related to self-containing.

Physically Handicapped:

The Building shall be fully accessible by ramps.

Mentally Gifted:

(a) area within regular program for project work that can be secured and left in progress;
(b) water and power;
(c) could be clustered for several discipline usage;
(d) make accessible without passing through classrooms; and
(e) need visual supervision.

Sacramento City Unified School District
Research and Development Services Office
Elementary School Project Management Teams

PROJECT MANAGEMENT TEAM MEMBERSHIP

TEAM NO. 1

FUNCTION: To develop educational specifications for Fairgrounds and Washington schools

Team Leader
Sally B. Scott, principal, Camellia Elementary School

Parents
William Aguirre
Martha Freeman
Carol Garrett
Stephanie Noble
Al Patrick
Rosemary Rasul
Martha J. Reid

Pupil Personnel Services
Annie Kay, counselor
Jerry Marquart, psychologist
Ellen Undhjem, school nurse

Teachers
Reba Barton, Phoebe Hearst Elementary School
Lillian Passmore, Coloma Elementary School

Certificated Employees Council
Olivia Rodriguez, Earl Warren Elementary School

Custodial Manager
Albert Artero, Maintenance and Operations Services

Administrators
Alfred Negrete, principal, Collis P. Huntington Elementary School
June Powers, supervisor, Children's Center Section
William Walcott, principal, Coloma Elementary School
Elvie C. Watts, director, Early Childhood Education

Project Coordinator
Robert F. Davis

Facilities Planning Department
John D. Meyer

Architect
Gordon King, Stafford King & Associates

EARLY CHILDHOOD EDUCATION

Though the two new primary (K-3) schools have not as yet been designated as schools which will have the Early Childhood Education Program, the planning team for these schools felt that the program goals, as developed by the Early Childhood Parent Advisory Committee for the Sacramento City Unified School District, should be included in these educational specifications. The program goals are as follows:

1. Understanding and respect between parent and child in meeting responsibilities for their educational development
2. A positive self-image
3. Awareness of vocational opportunities and requirements and respect for various work-roles
4. A concern for personal and public safety and health, both physical and mental
5. The capacity to discipline oneself to work, study and play constructively
6. Respect, appreciation and understanding of the cultural heritage and contributions of all peoples of the world
7. A cooperative attitude in daily relations with all others
8. Flexibility, adaptability and appropriate attitudes toward change
9. Attitudes conducive to acceptance and understanding of the responsibilities of one's role as a contributing family member
10. Intellectual curiosity, eagerness for lifelong learning and the skills needed to acquire, transmit, use and evaluate knowledge
11. Creative self-expression of others
12. An understanding of the value of natural and human resources
13. A positive attitude toward participation in a range of leisure time activities and constructive avocational pursuits
14. Attitudes conducive to productive citizenship in a democracy

KINDERGARTEN -- PRIMARY PROGRAM

Goal: Meet the specific and unique educational needs of individual children through a flexible and dynamic program of instruction

This goal will be achieved in the following ways:

1. Teachers will work in teams of two, three or four in open space classrooms. They will share the responsibility for the total group of students assigned to them

2. Kindergarten children will be assigned to a team of two teachers with classes scheduled in the morning and afternoon

3. Primary children (1st, 2nd and 3rd grade placement level) will be equally distributed in each of the teaching sections so that each team contains equal numbers of each primary placement level

4. Each teaching team may include volunteer and paid aides to assist the teachers, maximize adult-child interaction opportunities and minimize the size of learning groups

5. Students will be grouped for instruction within the team in the way which best fits each instructional situation the participants may encounter, irrespective of grade placement level

6. Teachers within a team will maximize their strengths and minimize their weaknesses by the way they organize to teach each subject, thereby finding the most effective method, materials and grouping for each child assigned to the team

7. The problem-solving inquiry approach will be emphasized in social studies and science

KINDERGARTEN

Function: District policy indicates that space for four kindergarten classes shall be provided. The student day shall be 200 minutes. Therefore, it is practical that each designated kindergarten teaching station shall be scheduled to house an a.m. class and a p.m. class. The area shall provide for small group (2-8), medium group (20-30), large group (60) and individual instruction for the students assigned to the kindergarten area. The subject areas to be taught as the students indicate readiness shall include but not be limited to reading, math, science, social studies, art, health, English, handwriting, music and physical education.

Area Relationships: Each kindergarten station shall have direct outside access to the designated fenced kindergarten play area. The classroom shall have easy access to the office, health services, and media center areas. The kindergarten program is an integral part of every elementary school. It cannot be physically separated from the primary program. Kindergarten classrooms require more space than the primary rooms because of the diversity of activities.

Special Requirements: The kindergarten classrooms shall be situated so that team teaching is practicable. Each teaching station shall contain the following:

1. student and teacher clothing storage;
2. sink accessible from two sides with drinking fountains attached;
3. resilient floor covering placed around sink area;
4. two-way intercommunication system, adequate speaker coverage, with an intercommunication handset in each of the teaching stations;
5. operable walls between teaching stations to allow for greater flexibility of space; they shall be manually operated;
6. science storage cabinet with formica or equal countertop resistant to heat and stains;
7. electric clock connected to the main school time signal system;
8. adjustable chalkboard not more than twelve feet long;
9. wall covering that is:
   (a) of low maintenance material
   (b) acoustically treated
   (c) pin surface
10. student and teacher instructional material storage such as books, paper, charts, etc.;
11. ceilings that are acoustically treated;
12. direct access to the kindergarten playground;

KINDERGARTEN

Special Requirements: (cont.)

13. adequate electrical receptacles, including an outlet for operating movie projector from center of classroom;

14. evacuation alarm (see District Standards);

15. intrusion alarm (see District Standards);

16. fire detector (see District Standards);

17. permanent screen for audio-visual purposes;

18. provision for hanging charts and maps at chalkboards;

19. windows which will cut glare and heat--windows should be installed not lower than thirty inches from floor--storage cabinets should be placed under windows where feasible. Emergency ventilator shall be considered;

20. thermostat for heating and cooling control;

21. flexible amount of floor space for activities such as dramatization, musical presentations, puppet shows, group discussions, games;

22. equipment for resting (cots or pads);

23. low built screens to partition off rooms in playhouse or other dramatic play areas--screens should have pin surface on one side--shall be provided by district;

24. storage for large and small blocks;

25. student handbowl and toilet facilities

    (a) walls and floor should not absorb moisture and odor
    (b) should be properly ventilated; no plug or light switch inside
    (c) easily supervised
    (d) handbowl should be placed outside in view of teacher in each teaching station

26. cabinets that have countertops for display of learning center materials such as shells, microscopes, art materials, musical instruments, etc.;

27. countertops that are low enough for five and six year olds to use;

28. low pile loop carpeting treated to alleviate static electricity in all areas, except those otherwise designated;

29. provision for making a television connection from each teaching station and the commons area with the school's master television antennae system. Provision shall be made for attachment to cable television when that service becomes available, as per district maintenance department's specifications.

PRIMARY

Function: The Fairgrounds and Washington schools are designed to be primary schools, levels kindergarten through three. It is necessary to provide for small group (2-8), medium group (20-30), large group (up to 120) student instruction. It will also be necessary to provide areas for individual and/or independent study at learning centers or other places of special interest. It will be necessary to provide facilities for bilingual, multi-cultural education where it is deemed necessary after proper community assessment.

The basic subjects to be taught shall include but not be limited to reading, language arts, English, spelling, handwriting, mathematics, science, social studies, health, music, and physical education. Each of the teaching areas shall contain not less than two, nor more than four, teaching stations, and will house no more than 120 students.

It is anticipated that teachers will be able to work in self-contained units or groups consisting of two, three, or four professional teachers, assisted by one to four paraprofessional aides. It is anticipated that teachers will usually work in teams of two. As the need arises and the staff becomes more skilled in team teaching, it is anticipated that teams will be comprised of three and four teachers working with the assistance of trained paraprofessionals. The Early Childhood Education (ECE) goals and objectives adopted by the Board of Education will be of major consideration in the development of the teaching format.

Area Relationships: Each teaching area shall have direct relationship and access to the media center and the playground. It is also necessary for each of the teaching areas to have access to the administration, pupil personnel and food services area.

Special Requirements: Each teaching station shall contain:

1. a sink with an attached drinking fountain, hot and cold water, a formica or equal counter whose top is of heat and moisture resistant plastic--a resilient floor covering around each sink area and in heavy foot traffic areas near doorways;

2. student and teacher clothing storage;

3. student and teacher instructional material storage such as books, paper, charts, etc.;

4. 30 work stations for students--these work stations are not to be desks with chairs attached, but rather furniture that will allow for flexible groupings;

5. demountable, movable walls separating each teaching station--these walls may be rearranged, in order to vary the size and shape of the teaching stations;

6. a science storage cabinet with formica or equal countertop resistant to heat and stains;

PRIMARY

Special Requirements: (cont.)

7. adjustable chalkboard of not less than 16 lineal feet;

8. intercommunication system, adequate speaker coverage, an intercommunications handset in each teaching station;

9. electric clock connected to the main school time signal system;

10. evacuation alarm (see District Standards);

11. intrusion alarm (see District Standards);

12. fire detector (see District Standards);

13. ceilings acoustically treated;

14. wall covering that is:

    (a) of low maintenance material
    (b) acoustically treated
    (c) vinyl pin surface

15. direct access to the outside play areas--it will be necessary to provide proper landscaping in order that the classroom and outside environment may be combined into one teaching program;

16. adequate wall and floor 110v electrical receptacles, after due consideration is given to the use of audio-visual and other teaching equipment;

17. permanently mounted audio-visual screen;

18. provision for hanging maps and charts from the wall;

19. two to five study carrels, each with 110v electrical outlets. It is advisable to cluster these carrels, inasmuch as students appear to work better in group situations;

20. thermostatic control for all heating and cooling;

21. cabinets that have formica or equivalent countertops for the display of educational materials at a height appropriate to the size of the students;

22. educational television is an important part of the instructional program today and will be more important in years hence; cable television is likely to be a part of the program in the future. Consequently, connection must be made from each teaching station and the common area between teaching stations to the school's master antennae. Make provision for the installation of cable TV for future use; specifications to be provided by the district's maintenance department;

23. low pile loop carpeting treated to alleviate static electricity in all areas, except those otherwise designated.

EACH GROUP OF TEACHING SPACES SHALL CONTAIN:

1. a multipurpose area equipped with conference table and chairs, stove;

2. separate storeroom where audio-visual and other equipment can be secured;

3. thermostat for heating and cooling control;

4. provision should be made so that television connection can be made from each teaching station and the commons area, with the school's master television antennae system as directed per district maintenance department;

5. toilet and lavatory facilities for adults should be easily accessible from all teaching areas;

6. toilet and lavatory facilities for students--no electrical outlets or switches in student restrooms.

KINDERGARTEN AND PRIMARY PLAYGROUNDS

Function: Outdoor play activities should provide opportunities for climbing, running, jumping, riding on large pieces of equipment, digging and organized games.

Special Requirements:

1. The playground should not be limited to the stereotyped slides, swings and jungle gyms. These severely limit the range of childrens' play activities and should be supplemented or replaced by many other kinds of materials designed to support creative physical activities and social interaction in outdoor play.

2. The area beneath the apparatus shall be rubber-cushioned to alleviate accidents in the event of falls. (See District Standards.)

3. The outdoor play area for kindergarten should be easily accessible to the classroom and separate from the primary playground and fenced. This should relate to the Childrens' Center play yard.

4. A storage shed for kindergarten play equipment is necessary. The shed should be 12 to 14 feet long, four feet wide and four feet high with a slightly sloping roof.

5. There should be both soft and hard-surfaced areas available for play.

6. Drinking fountains should be provided at appropriate locations and heights.

7. Yard bell and exterior fire-alarm bells should be located for easy hearing.

8. The playground areas should be lit for use by the youth of the community in the evening.

9. Lavatories and toilet should be placed where they will have close access to playground and can be easily supervised from the playground. Direct outside access to the kindergarten lavatory is not necessary.

10. Painted lines on blacktop shall be provided by district maintenance department.

11. Regulation basketball courts should be provided.

12. All blacktop areas shall be sloped in order to dry rapidly. Slope shall be exaggerated.

MEDIA CENTER

Function: The media center is intended for a student population of 450 students in years K-3. It is not possible to project what future populations will be, whether other grade levels may be added, or whether additional students may be added. It is also not possible to predict what types of materials and technology may be utilized in the media center during the school's lifetime. Hence, a great deal of flexibility must be designed into the facility to insure that it will be able to meet future needs.

The media program is an organized integral part of the instructional program making positive contributions and providing supportive materials and services to both faculty and students. It is not merely a depository of materials. The media center design, equipment, types and quantities of materials available are of no significance unless the center is manned by a trained person responsible for maintenance and utilization.

This trained person, media specialist, should have the capability to supervise all aspects of the media program. Immediately adjacent to, or as a part of, the media center should be a materials production room and instructional materials depository of 300 square feet. An equipment storage room for audio-visual equipment not kept in classrooms, of 100 square feet should be provided. The arrangement and organization of the center should be such that students have easy access to all types of materials. Small viewing and listening equipment should be provided in sufficient quantities so that students may borrow both small media and equipment on an overnight loan.

The faculty will support the media center program by utilizing a variety of student access patterns, entire class, small groups, individuals. The administration will support the program with a budget that will permit continued acquisition of new and relevant materials.

Area Relationships: The media center should be located centrally to insure greater accessibility. Care should be taken in design so that it is not a thoroughfare.

Properly equipped, supplied, staffed and supported, the media center will be the scene of a wide variety of activities. Provision for the necessary degrees of audio and visual privacy may be made by furniture arrangement. Individual students will be browsing, engaged in recreational reading-viewing-listening or doing independent study. Small and large groups will be listening to stories told, viewing films, receiving orientation or library instruction. Puppet shows and dramatizations of stories will be held in the center. Small groups will do research projects that involve not only the use of media but also the making of materials and art work. The media center will be the active viable core of the school.

Special Requirements: Based upon the above stated philosophy the expected student outcomes, even at this early age, are positive steps in their educational development. The students will become interested and discriminating media users, develop research skills and always feel welcome in the cheerful atmosphere of the media center. Specifically, some of the educational outcomes are:

MEDIA CENTER

Special Requirements: (cont.)

Grades K-1

1. Name library personnel
2. Observe library rules
3. Handle books properly
4. Check out materials properly
5. Identify kinds of media
6. Locate books of interest to the student
7. Find materials correctly
8. Use a record player, cassette player and filmstrip viewer
9. Identify a book's illustrator, title, author
10. Use picture clues to aid in understanding material
11. Identify main idea
12. Identify a sequence of events
13. Produce a picture based upon ideas in a story
14. Use the media center for recreational purposes

Grades 2-3

1. Check out materials properly without assistance
2. Locate fiction and non-fiction collection
3. Locate card catalog
4. Locate filmstrips
5. Locate tapes and cassettes
6. Locate film loops
7. Locate records
8. Locate reference books
9. Select materials appropriate to reading level
10. Choose a dictionary to find the meaning of a word

MEDIA CENTER

Special Requirements: (cont.)

Grades 2-3 (cont.)

11. Distinguish between the content of a fiction and non-fiction book
12. Identify parts of a book
13. Operate sound filmstrip equipment
14. Operate slide projector
15. Alphabetize to second letter of author's last name
16. Identify a book's index
17. Find specific information by using pictures and filmstrips
18. Interpret simple pictorial maps and graphs
19. Skim to find a work, name, date, phrase, sentence, idea or answer to a question
20. Construct a series of pictures or diorama to illustrate a story.
21. Dramatize a story using puppets or props.

To achieve the desired outcomes and effectively house and utilize the center's materials, certain equipment and furniture will be necessary. The size of the students in a K-3 school is of particular importance when planning the furnishings.

Equipment:

Individual Use

10 film viewers

3 audio filmstrip viewers

1 record player

10 cassette recorder/playback units

24 headphones

2 super 8mm loop projectors

Group Use

1 automatic sound filmstrip projector

1 cassette recorder with programming capability

2 multiple headphone listening stations

MEDIA CENTER

Equipment:

Group Use (cont.)

1 16mm motion picture projector

1 overhead projector

1 opaque projector

1 35mm automatic carousel slide projector

1 color television monitor

1 projection screen

1 AV projection cart

1 terrarium

1 aquarium

darkening controls

Production Equipment:

1 drymount press

1 thermal copy machine

1 spirit duplicator

1 paper cutter

1 visual maker

1 super 8mm camera

1 35mm camera

1 8mm film editor

1 8mm film splicer

1 camera tripod

1 Portapak Video recorder/playback

2 typewriters (1 primary type)

Furniture:

carpeting

"low" shelving for 6,000 books

MEDIA CENTER

Furniture:

shelving for AV materials

modular shelving in AV equipment room and in production room

6 large cusions for student floor lounging

magazine rack

card catalog

shelf list catalog

charging tray

bulletin boards

display case with lock

suitable chairs in assorted colors

tables -- variety of round and modular that form a variety of shapes (hexagonal, rectangular, etc.) -- enough to seat 35 pupils

carrels -- 5 wet, 5 dry

2 vertical files -- legal size

1 book cart

1 paperback display rack

SPECIAL EDUCATION

Function: The facilities for Pupil Personnel Services will be used by the speech therapist, counselor, psychologist, community worker and teacher for special education. An additional facility for the nurse should be provided which is located close to the reception area for easy supervision. The nursing facility should also relate to the Pupil Personnel Services facilities. These facilities should relate more closely to the classroom areas than the administration area.

Provision should be made for the educationally handicapped students to remain integrated into the regular teaching stations when possible. Realizing that all EH students may not be able to function successfully in this setting, provisions should be made for a small group (12) teaching area, which can be self-contained but part of a teaching area.

The primary concern of pupil personnel services worker is the physical, social and emotional well-being of each student within the school. Emphasis shall be placed on preventive rather than crises or remedial intervention. Pupil personnel services workers shall be considered as an integral part of the school staff and be involved in the educational programming of the students at the school. Each of the pupil personnel services workers shall also be directly available to any child who displays needs beyond what the regular program has to offer.

Area Relationships: Special education spaces must be immediately adjacent to a classroom group and the media center. The pupil personnel services must be close to the special education spaces and have easy access to the nurse and the administration space. Special education classes must have access to the multipurpose room and the playground.

Special Requirements:

Pupil Personnel Services

1. Individual Testing-Counseling Conferencing Room

   a. self-contained, solid wall room measuring at least 6' x 10' (60 sq. ft.)

   b. sound-proofing to eliminate outside noise

   c. entry from hallway

   d. adjacent to both the small group counseling and near special education room

   e. two-way mirror between this and small group counseling room--mirror with drawable drapes or sliding chalk boards to cover the mirror when not in use--mirror to measure approximately 3' x 3' beginning three feet from the floor

   f. microphone attachments to recording devices for taping purposes--recording done in the small group counseling room

SPECIAL EDUCATION

Special Requirements:

Pupil Personnel Services

g. handset intercom with office and outside telephones

h. sufficient ventilation and heating

i. carpeted

j. speaker associated with two-way mirror for hearing what is said in the small group counseling room

2. Small Group Counseling Room

a. self-contained, solid wall room measuring at least 10' x 20' divided into two spaces of 10' x 10'

b. sound-proofing to eliminate outside noise

c. entry from hallway

d. adjacent to both the individual testing-counseling-conferencing room and special education teaching room

e. doorway to special education room

f. two-way mirror between this and special education teaching room, measuring 3' x 6' beginning three feet from the floor, with drawable drapes or sliding chalkboards to cover the mirror when not in use

g. speakers associated with two-way mirror to hear what is said in special education room

h. microphone attachments to recording devices for taping purposes--recording done in special education room

i. intercom with office--intercommunications handset

j. sufficient ventilation and heating

k. carpeted

l. storage area for materials and supplies--closed cabinet storage area on 10' wall, preferably built in

3. Special Education Room

a. self-contained, solid wall room measuring at least 1000 square feet

b. sound-proofing to eliminate outside noise

c. entry from hallway--both ends of room

SPECIAL EDUCATION

Special Requirements:

Pupil Personnel Services

d. adjacent to both the small group counseling and near individual testing-counseling-conferencing rooms

e. doorway to small group counseling room

f. folding wall with high degree of noise barrier in the middle to allow separation of the special education rooms into two equal spaces

g. sinks at both ends of the room with area next to sinks uncarpeted

h. two intercoms--speaker and telephone rather than loudspeakers

i. sufficient ventilation, heating and lighting

j. carpeting

k. 12 individual carrels--six on either side of the partition

l. outlets for headphones--110v carrels

m. Special Education rooms adjacent to regular classroom area

MULTIPURPOSE ROOM

Function: The multipurpose room in any elementary school must be considered as an integral part of the facility. In contemporary educational practice the multipurpose room is used even more than it was in the past. In the new Washington and Fairgrounds schools, the multipurpose room will be used to contain, but will not be limited to, the following functions:

1. the serving of breakfast for approximately 250 students
2. the serving of lunch for all students, with seating for 250 students at tables with attached benches
3. the serving of evening meals to qualified community groups
4. a gathering place for community meetings
5. student physical education activities
6. student assemblies
7. large group instruction including drama, dance and musical performances

Area Relationships: It is important that the multipurpose space be easily accessible from all the classroom areas and located so that it may be supervised from the administrative offices.

Service access for the delivery of food and other supplies must be provided. Parking for visitors to the school must be provided close to the multipurpose space.

Special Requirements:

Stage

The stage shall be used as an auxiliary teaching area. The stage should be large enough to house a group of 50 seated students.

1. A folding sound wall shall be provided to close the front opening of the stage, as well as a curtain to be used during performances.
2. Minimal theatrical lighting shall be provided, both on the stage and in ceiling directly in front of the stage opening.
3. The stage shall be raised and placed on the long side of the multipurpose room.
4. Two outside entrances shall be provided for the stage areas.
5. A public address system shall be provided that will fit the needs of both the stage areas and the multipurpose space. This shall not be part of the unified signal system.
6. Attention shall be given to the providing of an area for costume changes.

MULTIPURPOSE ROOM

Special Requirements:

Stage (cont.)

7. The stage area shall be carpeted.

8. Adequate 110v electrical outlets shall be provided on the peripheral walls controlled by switches on the master panel.

9. The master panel shall also control the stage and multipurpose room lights. Dimmer circuits shall not be provided. Switching shall control the needed lighting levels.

10. Adequate heating, cooling and ventilation shall be provided.

11. Provision shall be made for under stage storage for 300 folding chairs and racks. The doors enclosing the chair storage space shall hinge from the top and be recessed into the top of the opening when open.

12. Pin board and chalkboard shall be provided.

Assembly Area

The major function of the assembly area will be to provide for the serving of food, assembly of students, and the physical education of skills development program. The following special requirements shall be considered:

1. Provision shall be made for the seating of 250 students during the serving of a meal, at tables with attached benches.

2. The floors shall be of easily cleaned, resilient materials.

3. Proper attention shall be paid to the traffic patterns during the serving of meals and the disposal of refuse. Consideration must also be given to the use of the cash registers during the serving of meals.

4. Sufficient heating, cooling and ventilation shall be provided.

5. Proper attention shall be paid to the control of noise through the use of properly acoustically treated surfaces.

6. Public address microphone jacks shall connect the master public address system located on the stage and be convenient for use on the assembly floor for announcements, presentations and music. The system shall include a boom microphone.

7. Separately switched spotlights shall be provided to illuminate the front stage area during performances.

8. Sufficient lighting must be provided so that students may be administered achievement tests in large groups.

9. The assembly area shall be capable of being darkened for stage performances.

MULTIPURPOSE ROOM

Special Requirements:

Assembly Area (cont.)

10. Emergency lighting shall be provided and shall include separate lighting circuits that will be accessible to the door.

11. All switches in the assembly area shall be of the "keyed" type.

12. Provision shall be made for the adequate storage of the tables when meals are not being served.

13. Physical education equipment shall consist of the following:

    (a) climbing ropes (2)
    (b) tumbling mats (6)
    (c) storage for tumbling mats
    (d) balance beam
    (e) storage for balance beam
    (f) stegel
    (g) storage for stegel
    (h) climbing pegboard permanently mounted on the wall

14. Adequate 110v electrical receptacles shall be provided on the periphery of the assembly area.

15. Consideration shall be given to providing an electrical circuit for the cash register and portable milk cooler.

16. Provide for audio-visual screen to be installed in the proscenium opening.

17. Provision shall be made to house the necessary custodial equipment to maintain the multipurpose area.

Food Services

The nutritional aspects of the primary school program must be considered to be an essential part of the education of the students. Recent trends have been toward a more complete food services program for all students, and the extension of the program to the community. In the event it is possible to share kitchen facilities with a children's center, each facility should be capable of operating separately. The kitchens of the Fairgrounds and Washington schools must continue to function to meet the needs of community groups. The Food Services area shall be as follows:

1. A kitchen shall have the necessary space and equipment including refrigeration needed to serve as a satellite kitchen, as per district policy.

2. A kitchen shall be located so that the expansion to a full service facility will be possible.

MULTIPURPOSE ROOM

Special Requirements:

Food Services (cont.)

3. The kitchen facilities shall be flexible in that they can be adapted to the future needs of the community.

4. Serving facilities shall be made available to community groups as per district adopted policy.

5. Kitchen and storage areas shall be located so that the delivery of refrigerated and dry materials and the disposal of waste can be readily and easily accomplished.

6. A washing area for garbage cans shall be provided that is protected from the weather and has proper drainage.

7. The refuse collection area shall be aesthetically treated and properly protected from vandals.

8. The kitchen shall be planned in such a manner that it will be able to share some function with the kitchen of the children's center.

9. The kitchen area shall have an intercommunication handset.

Lavatories

In addition to the lavatories and restrooms specified elsewhere for emergency use in the classroom areas, there shall be boys, girls, men and women faculty restrooms of appropriate size meeting the following specifications:

1. Locate the boys and girls restrooms so that they are accessible from the playground area. All public and girls restrooms toilet stalls shall have doors.

2. No light switches or electrical outlets shall be inside student restrooms.

3. Ease of supervision is of primary concern. Allow for one entrance and exit.

4. Floor and wall covering materials must be non-absorbant of odor or moisture.

5. Provide a floor drain with a floor slope to be not less than ¼":12".

6. Quality standards of all equipment shall be consistant with the recommendations of the Sacramento City Unified School District Maintenance and Operations Services Department.

7. Mirrors and wash basins for primary students shall not be located near doors.

MULTIPURPOSE ROOM

Special Requirements:

Lavatories (cont.)

8. Adult restrooms shall have one 110v electrical outlet near the wash basins with a 9" wide shelf for personal objects.

9. Adult restrooms shall be located near the office core but away from the student traffic flow. They must be accessible for adult community use.

10. The legal requirements for facilities access and use by physically handicapped persons shall be met.

SITE DEVELOPMENT

Function: The building must be placed on a site so as to make optimum use of the space provided. Attention must be paid to pedestrian and automobile traffic as well as the delivery of materials. Consideration must be given to the traffic patterns that will be followed by students as they enter and leave the school. Consideration must be given to the traffic patterns of the students as they move from the building to the outside areas during the school day.

Special Requirements:

1. The neighborhood in which the Washington School is to be located is culturally unique. Therefore, it is strongly urged that the project team work with the architects to insure that the project development reflects the historical character of the people and cultural uniqueness of the neighborhood. Local and community artists should be invited to provide input to the project team and architect.

2. Bicycle storage space must be provided in such a way that it will not conflict with the pedestrian flow within the school. The grassed area of the playground shall be integrated with the hard surfaced area in such a manner as to provide functional and aesthetically pleasing areas.

3. The hard surfaced areas shall include facilities for basketball, volleyball and lined games. Even though this will be a primary school, the above items are necessary in order to meet the community needs. Provision shall be made for the night lighting of the hard surfaced areas.

4. Sufficient slope shall be provided to insure the rapid drainage of all areas after rain. This is especially critical on a small site where optimum use of the site must be maintained. All sidewalks shall be placed in such a manner as to facilitate pedestrian traffic flow and shall be provided with radiused intersections where necessary. All utility connections, including electrical transformers and gas service meters, shall be screened from view.

5. All landscaping shall be approved by the Maintenance and Operations Services Department of the Sacramento City Unified School District. Provision shall be made to allow the use of security patrol for night time surveillance.

6. Adequate off-street parking shall be provided when the site allows. In the event the site is so constrained that off-street parking is not feasible, the architect is charged to make provision for suitable staff, visitor and community parking in accordance with the requirements of the Sacramento City Planning Commission.

7. Provision shall be made for bus loading and unloading of students in an effective and safe manner.

Function: The administrative center is the administrative/communications hub of the school from which directions and coordination for all activities are given. This area should be designed with the general office as the core of the administrative suite.

Area Relationships: Located around the general office area are the administrative offices (principal and vice-principal), health resource center, faculty room, conference areas and other offices or work areas for specialized personnel. The general area shall contain the reception area and the secretary's area.

The reception area shall be close to the main public entrance and the principal's office. It should provide a comfortable and welcoming atmosphere for parents, students and visitors. There shall be appropriate seating for six persons.

The general office area shall have direct access to the administrative storage area, principal's office and vice-principal's office. This area should also provide open space for general clerical work, record keeping, duplicating equipment, etc.

The secretary's and clerk's desks should be separated from the reception area by a counter which has built-in storage space.

The principal's office should relate to the vice-principal's office and conference room. It should also have direct access to the general office area and direct access to main traffic circulation.

The vice-principal's office shall have direct access to general office/reception area and immediate access to main traffic circulation. It should also relate to principal's office and conference room.

The conference area should have folding partitions to divide the area into two smaller conference rooms.

The administrative center should be readily accessible to the school and the community. The administrative offices need additional space to provide for expanded pupil services.

Special Requirements:

The principal's office shall:

1. contain 150 square feet--it should include a restroom;
2. have two exits, one to the secretary's area and one to the outside;
3. have an outside telephone system as well as connection to the school's intercommunication system;
4. have an adequate wardrobe closet with mirror, shelf space, and enclosed materials storage area;
5. have all outside windows tinted or draped.

ADMINISTRATIVE SPACE

Special Requirements: (cont.)

The Supportive Services Office shall:

1. contain 150 square feet;
2. have two exits, one to the secretary's area and one to the outside;
3. have an outside telephone system as well as connection to the school's intercommunication system;
4. have an adequate wardrobe closet with mirror, shelf space, and enclosed materials storage area;
5. have all outside windows tinted or draped.

The general office area shall:

1. provide seating for six people;
2. be adjacent to the principal's and vice-principal's offices;
3. provide adequate space for one secretary, one clerk, volunteer aides, and three four-drawer file cabinets;
4. provide for a reception area that is separated from the secretary's area by a counter with plastic top and front--storage shall be provided on the reverse side of the counter. No swinging doors shall be used.
5. provide for outside telephone and intercommunications system located conveniently in the secretary's space--the secretary must not leave her desk to answer any communications system;
6. provide for intrusion alarm, fire detector and clock master systems to be located in the secretary's area;
7. provide for teacher's mailboxes, located away from the public areas and shall be of a design approved by the Sacramento City Unified School District Maintenance and Operations Services Department;
8. provide for a "lost and found" storage area;
9. provide for a safe that is installed as per Sacramento City Unified School District Maintenance and Operations Services Department policy.
10. provide for general office work space and storage.

CONFERENCE AREA

Function: With the increase in community involvement in the schools, additional community services from agencies and the expanded scope of school services, additional space needs to be provided in the administrative area for conferencing.

Special Requirements:

The conference areas shall:

1. provide for one conference room with the capability of being divided into two parts;
2. have two exiting doors;
3. have adequate 110v electrical outlets;
4. accommodate seating for six persons in one area and 12 persons in the other, separated by folding partition;
5. provide space for the two areas of approximately 200 square feet;
6. provide each section with its own separate lighting control;
7. have carpeted floors;
8. have ceilings which are acoustically treated;
9. provide for outside telephone service.

HEALTH SERVICES PROGRAM

Goals: The primary goal of health services is to promote the educability of youth by providing a consultative and identification service to student, parent and school personnel leading to the remediation of, and/or adjustment to, physical and emotional problems; and by health counseling and social instruction. This primary goal is further delineated into four specific goals:

1. promotion of pupil health and welfare;
2. protection of pupil health and welfare;
3. maintenance and improvement of pupil health and welfare;
4. educational program shall stress prevention of health and welfare problems.

Health Services Procedures: School health services encompass the procedures carried out to:

1. determine the health, growth, and developmental status of pupils as a basis for indicated action--perform the following services: health screening, vision screening, audiometric screening;
2. assist in the identification, placement and evaluation of the exceptional pupil;
3. counsel with students, teachers, parents, and other interested personnel with reference to the course of action, guidance and interpretation indicated by the findings;
4. prevent and control communicable and other diseases within the school population;
5. provide emergency care for injury and sudden illness;
6. help to maintain a school environment, a school life, and a school day conducive to good health and good learning; and
7. assist school personnel in the health education program.

Special Requirements:

1. first aid and rest area with adjacent toilet room, mirror and basin, adjusted to student height;
2. nurse's office with wardrobe, to be acoustically treated for hearing screening, have minimum window exposure and carpeted floors;
3. have 21' of clear floor space to administer Snellen vision screening test;

HEALTH SERVICES PROGRAM

Special Requirements: (cont.)

4. lights to have a dimmer control;

5. darkening for the windows;

6. an outside telephone line;

7. have a sink with drinking fountain and adequate storage space in the first aid area;

8. all spaces to be easily supervised from the administrative office area.

TEACHERS' LUNCH AND WORKROOM

Function: During the past decade greater emphasis than ever before has been placed upon the use of paid and volunteer aides in the classrooms in order to reduce the student-adult ratio. The traditional teachers' lounge is no longer able to accommodate increasing numbers of volunteers working in the schools. For this reason an area should be planned where they may place personal belongings.

Area Relationships: The faculty work area should have direct access to main traffic pattern and immediate access to general office/reception area.

Special Requirements:

1. Teachers' lunch room should be near kitchen service and accessible from teaching areas, yet removed from student traffic flow.
2. The lunch-workroom shall be near the general office area.
3. Capacity must be adequate to seat the entire staff at lunch, including 12 paraprofessionals. This is approximately 30 persons.
4. Provide space for a residential type stove and refrigerator, sink, counter space and hot and cold water.
5. Provide storage for coffee cups and utensils.
6. Provide electrical outlets approximately every eight feet on peripheral walls.
7. Provide for exhausting cigarette smoke.
8. The work area shall be adjacent to the lunchroom.
9. Counters must be moisture and stain resistant and provide for the operation of spirit duplicator, thermofax copier, 24" paper cutter, sink and mimeograph duplicator.
10. Space must be provided for an eight foot long work table in the room.
11. Lockable and enclosed storage for paraprofessionals' coats and personal objects.
12. Provide for at least 4' x 8' bulletin board space, unless walls are of tackable surface.

CUSTODIAL FACILITIES AND STORAGE

Function: The proper placement of custodial facilities and storage is critical to the proper utilization of the school plant. In an elementary school the custodian is constantly called upon to handle many functions that relate directly to students, as well as provide for clean facilities. Individual custodial lockers must be strategically placed throughout the building in order to facilitate cleaning and maintenance of the building.

Special Requirements:

Custodial facilities shall provide:

1. a space for the custodial manager's desk, tool and key panels with proper lighting and electrical outlets and storage for custodial supplies;

2. locked storage for small expensive supply items;

3. intercommunication speaker between the custodial members' office area and the general office area;

4. adequate space to allow for the economical ordering, storing, and dispensing of supplies and materials;

5. supplies delivery area.

TEXTBOOK STORAGE

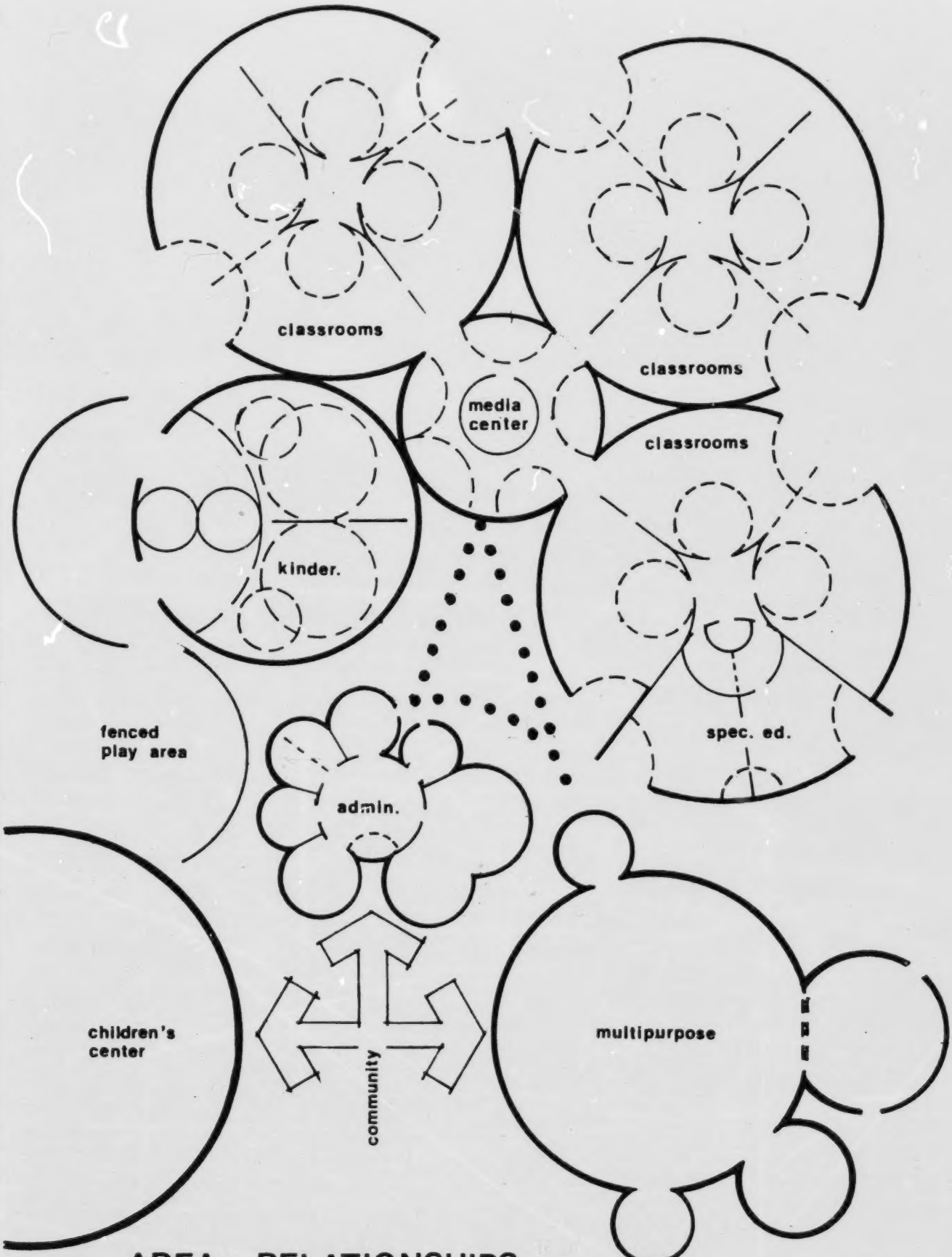
Function: It is necessary to store some textbooks in a central location. This central location should be close to the teaching centers and also accessible from the administrative unit. The textbook storage area shall:

1. provide 400 lineal feet of textbook storage space;

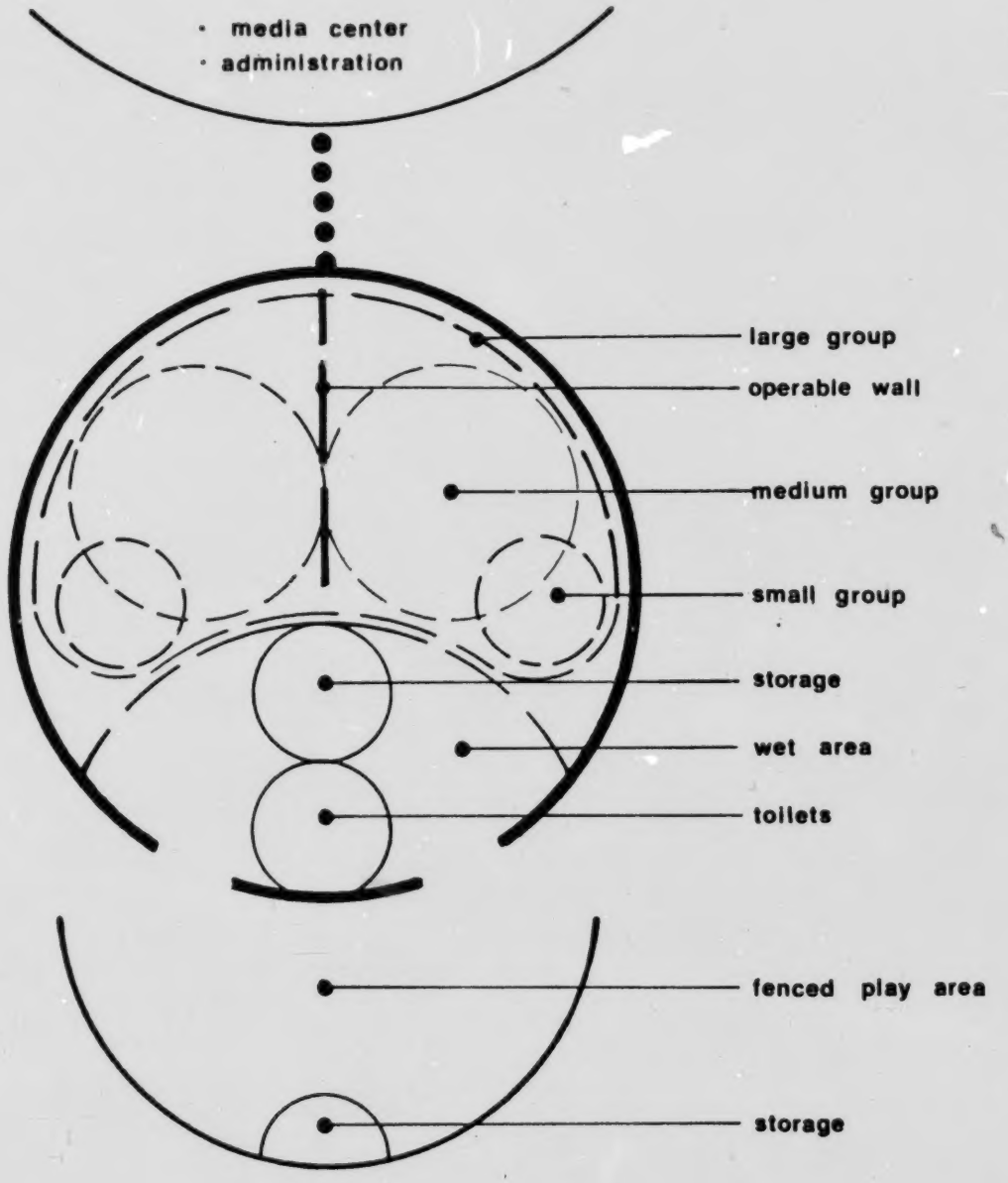
2. be properly heated and ventilated; and

3. be properly lighted.

DRAWINGS OF FUNCTIONAL RELATIONSHIPS



AREA RELATIONSHIPS 212


· media center
· administration
large group
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medium group
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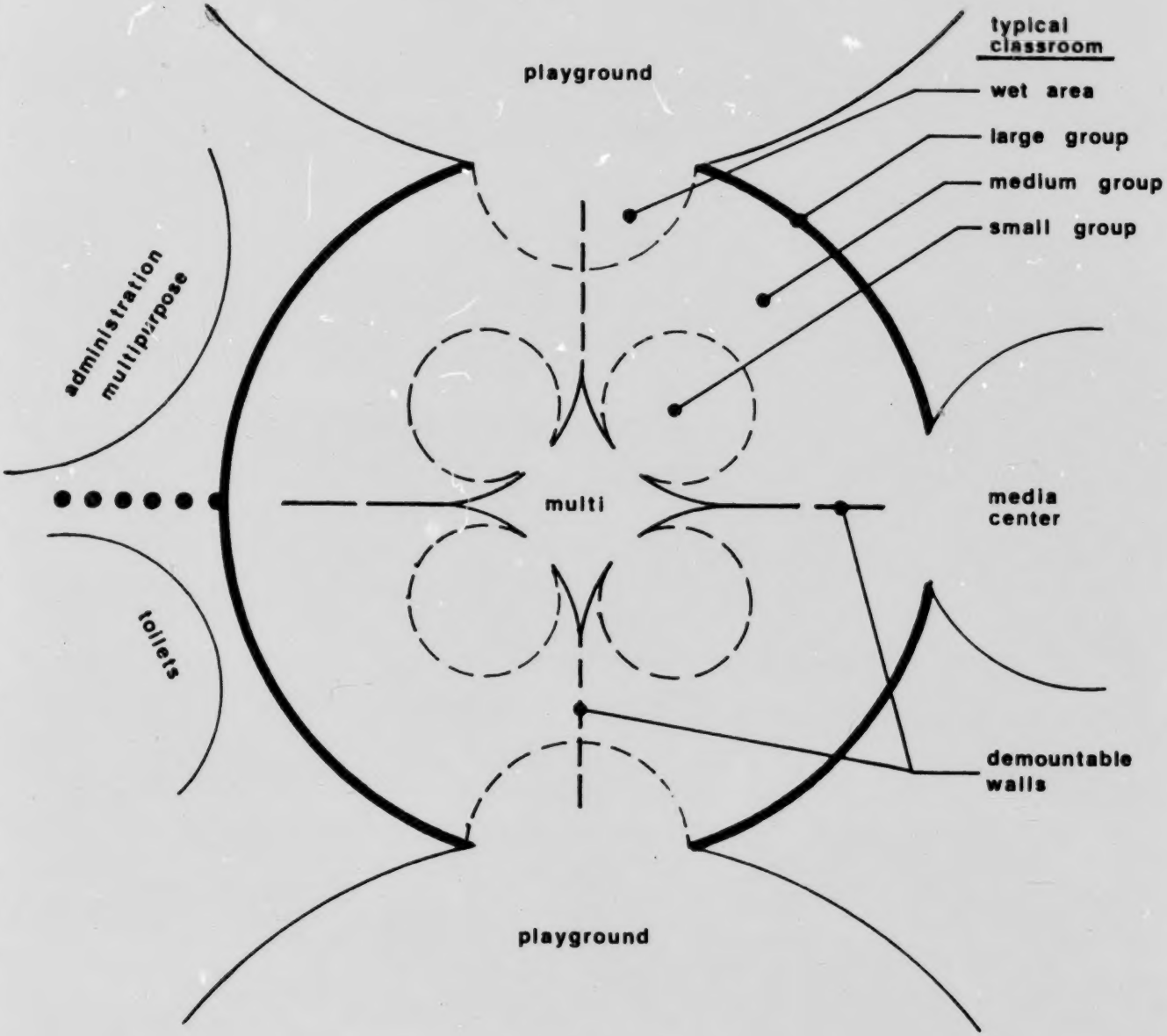
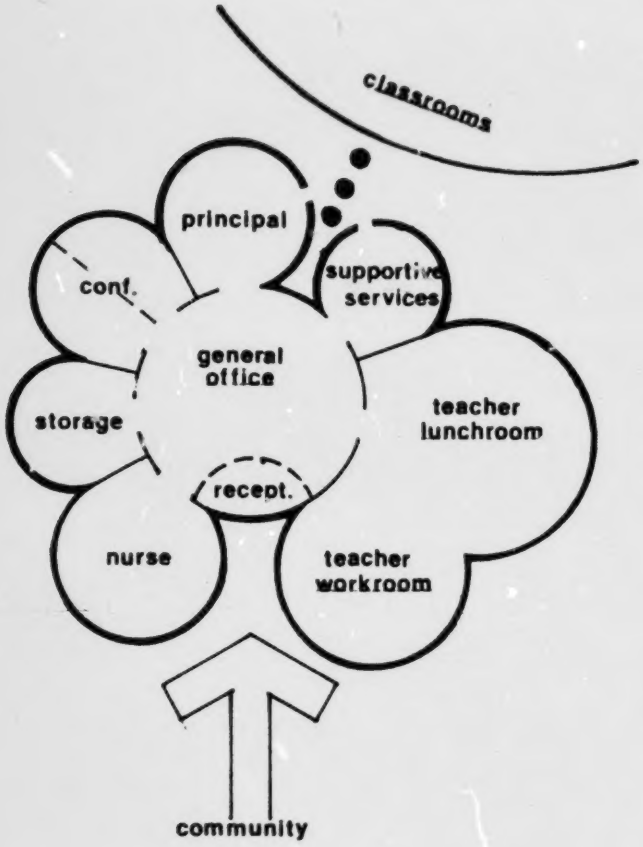
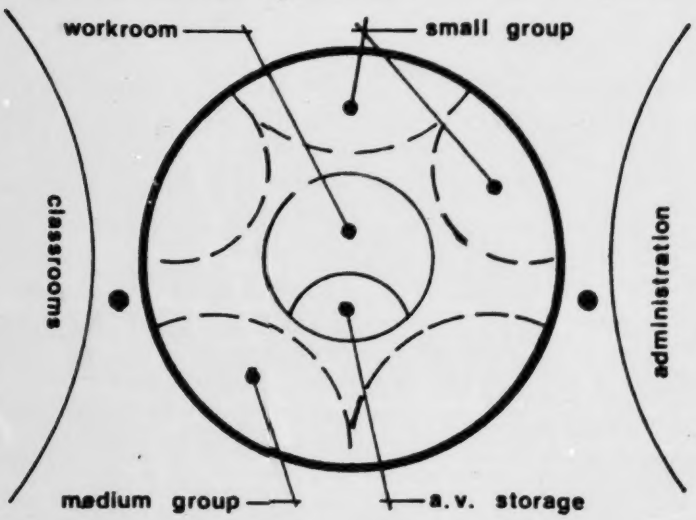
toilets
fenced play area
storage



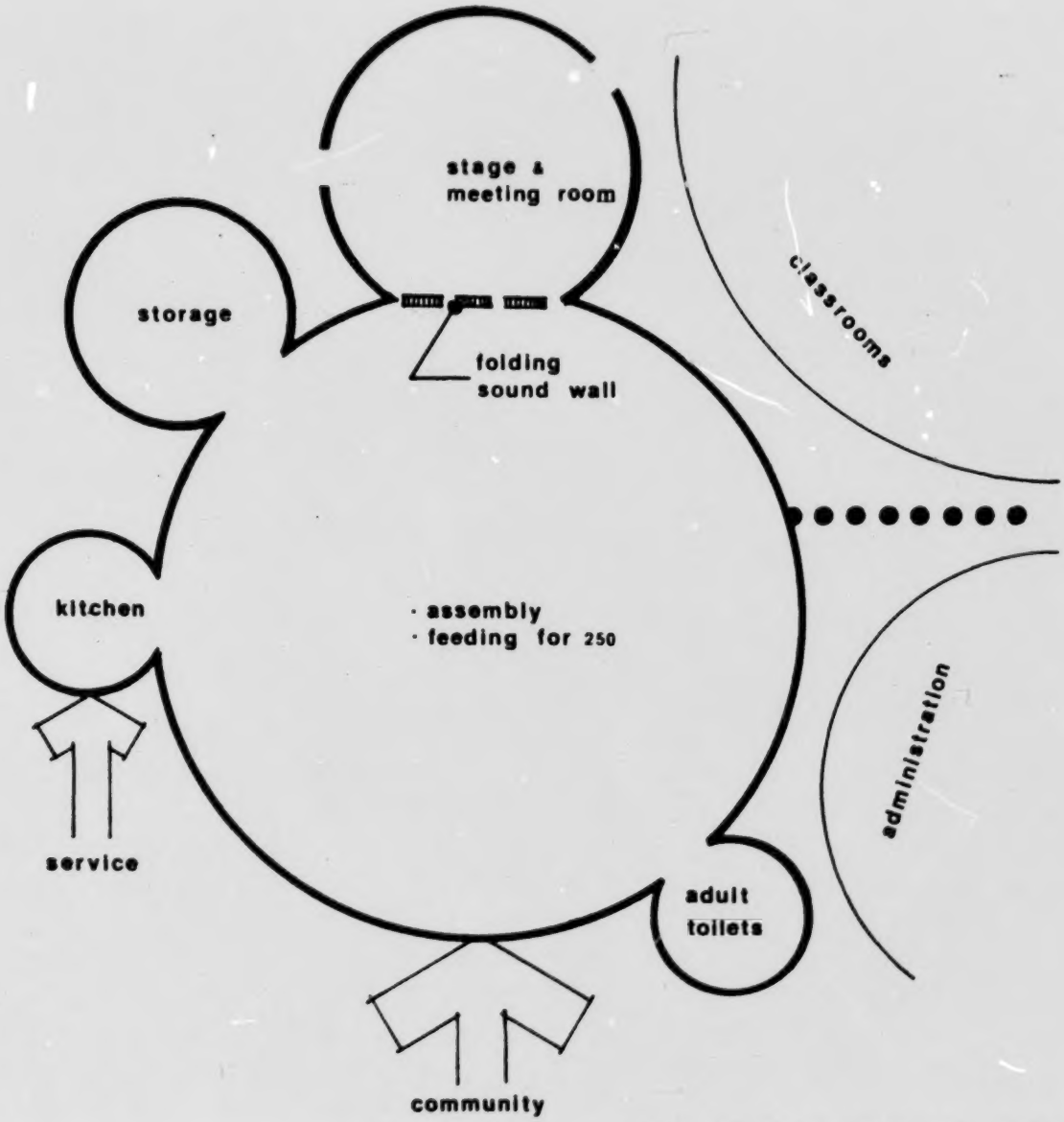
PRIMARY CLASSROOMS



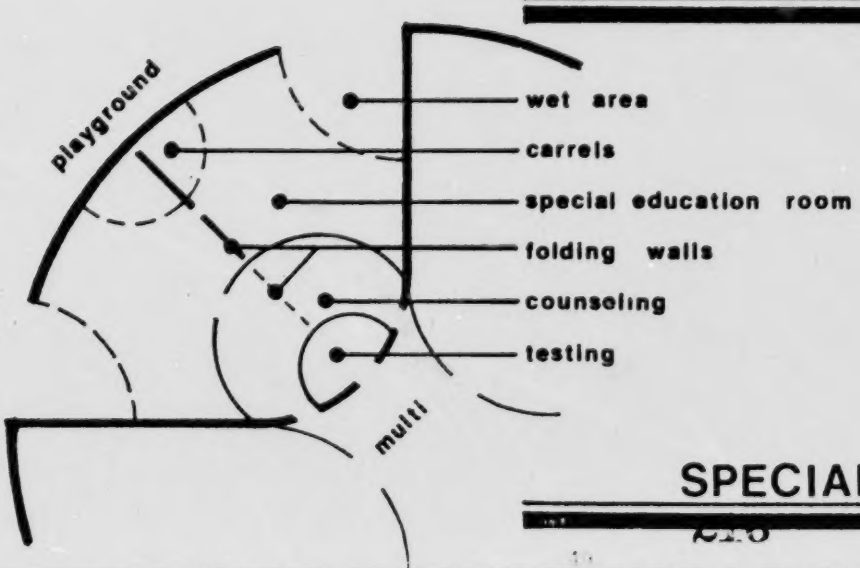
ADMINISTRATION



MEDIA CENTER



MULTIPURPOSE ROOM



SPECIAL EDUCATION

Sacramento City Unified School District
Research and Development Services Office
Elementary School Project Management Teams

PROJECT MANAGEMENT TEAM MEMBERSHIP

TEAM NO. 2

FUNCTION: To develop educational specifications for Bret Harte, David Lubin and William Land

Team Leader
Gladys Peng, principal, William Land Elementary School

Parents
Kumi Adachi
Edith Brennan
Kenneth Cassell
Margie Harris
Edna Lee
Ralph Sotelo

Teachers
Marguerite Bell, William Land Elementary School
William Chase, Bret Harte Elementary School
Marylou Colombo, David Lubin Elementary School
Robert Corby, Newton Booth Elementary School
Patricia Eipper, David Lubin Elementary School
Jack Leathem, Newton Booth Elementary School
Ben Ogilvie, Fremont Elementary School

Certificated Employees Council
Louise Luther, William Land Elementary School

Custodial Manager
John Sanfilippo, William Land Elementary School

Classified
Gloria Fong, William Land Elementary School

Administrators
John Cochrane, principal, Bret Harte Elementary School
Lee Lurty, principal, Newton Booth Elementary School
John Mamola, principal, Fremont Elementary School
Vern Steyer, representative, Special Education Department
Raymond Vonasek, principal, David Lubin Elementary School

Project Coordinator
Robert F. Davis

Director of Facilities Planning
John D. Meyer

Architects
Chester Bowles, Jr.
Edwin Kado
Richard Teramoto

KINDERGARTEN

Function: District policy indicates that space for four kindergarten classes shall be provided. The student day shall be 200 minutes. Therefore, it is practical that each designated kindergarten teaching station shall be scheduled to house an A.M. class and a P.M. class. The area shall provide for small group (2-8), medium group (20-30), large group (60), and individual instruction for the students assigned to the kindergarten area. The subject areas to be taught as the students indicate readiness are: reading, mathematics, science, social studies, art, health, English, handwriting, music, and physical education.

Area Relationships: It is critical that each kindergarten station have direct outside access to the designated fenced kindergarten play area. The classroom shall have easy access to the office, health services, and media center areas.

Special Requirements: Each kindergarten teaching area shall be larger than the usual classroom space to allow for the unique program requirements. The two kindergarten classrooms shall be situated so that team teaching is practicable. Each teaching station shall contain the following:

1. Clothing storage.
2. Sink with drinking fountains attached and accessible from both sides.
3. Floor shall be carpeted, except for resilient floor covering placed around sink as demanded by use.
4. Intercommunications system with speaker and a telephone to office.
5. Operable wall between teaching stations to allow for greater flexibility of space.
6. Science storage cabinet with counter top resistant to heat and stains.
7. Adjustable chalk board not more than twelve feet long.
8. Electric clock connected to the main school time signal system.
9. Wall covering shall
   a. be of low maintenance material.
   b. be sound absorbant.
   c. have a surface on which student work may be pinned.
10. Instructional material storage (teacher and student).
11. Acoustically treated ceiling.
12. Adequate electrical receptacles.
13. Evacuation alarm.
14. Intrusion alarm (see district standards).

15. Fire detector (see district standards).

16 Permanent roll-up screen for audiovisual purposes.

17. Provision for hanging charts.

18. Windows which will cut glare and heat--windows should be installed not lower than thirty inches from floor. Storage cabinets should be placed under windows where feasible. Emergency air circulation shall be provided.

19. Thermostat for heating and cooling control.

20. A flexible amount of floor space for activities such as dramatization, puppet shows, group discussions, and games.

21. Low built screens to partition off rooms in playhouse or other dramatic play areas--screens should have pin surface on one side.

22. Storage for large and small blocks.

23. Storage for charts, paper, books, etc., instructional materials.

24. Toilet facilities with the following characteristics:

    a. Walls and floor which do not absorb moisture and odor.

    b. Properly ventilated--no plug or light switch inside.

    c. Easily supervised (window in the door).

    d. Sink should be placed outside toilet room (in view of teacher), accessible from two sides and provided with a bubbler type drinking fountain.

    e. Four water closets shall be provided with access to each teaching station.

25. All peripheral cabinets, wall mounted, shall have countertops for display of learning center materials such as shells, formula type microscopes, art materials, musical instruments, etc.

26. Countertops shall be low enough for five and six year olds to see and use.

27. Provide a connection from each teaching station and the commons area to the school's master TV antennae system.

28. Provide home type kitchen range in each kindergarten teaching station.

PRIMARY

Function: The goals and objectives of the district for instruction of students at the primary level in the William Land, Bret Harte, and David Lubin schools will be met in class groupings of 20 to 120 students each. Therefore, classroom spaces

must provide for small group (2-6), medium group (20-30), large group (up to 120), individual instruction, and independent study for the students. The subject areas to be taught are reading, mathematics, science, social studies, art, health, English, language arts, spelling, handwriting, music, and physical education. Space for bilingual-multicultural education must be provided where indicated by local community need.

Each classroom group shall contain not less than two nor more than four teaching stations to house a maximum of one hundred and twenty students. Teachers may be expected to work in teams of two's, three's, or four's. Initially it is most likely that teams of two teachers will work with sixty students.

Area Relationships: Each classroom group shall have immediate access to the multi-media center and the playground. Secondary access must be provided to administrative and pupil personnel services and food service areas.

Special Requirements: Each station shall contain the following:

1. Clothing storage for students and teachers.
2. Sink with drinking fountain attached. Resilient floor covering around the sink area.
3. Instructional material storage for students and teacher.
4. Two-way intercom system with a separate telephone.
5. Demountable walls to allow for greater flexibility of space.
6. Seating for thirty students (chairs and tables, not desks with attached seats).
7. Science storage cabinet with countertop resistant to heat and stains.
8. Electric clock connected to the main school time signal system.
9. Adjustable chalk board not less than twelve feet long.
10. Wall covering shall be
    a. low maintenance.
    b. sound absorbant.
    c. pin surface.
11. Ceiling acoustically treated.
12. Direct exit to the out-of-doors.
13. Adequate electrical receptacles.
14. Evacuation alarm (may be part of intercom speaker system).

15. Intrusion alarm (see district maintenance department specifications).

16. Fire detectors (see district maintenance department specifications).

17. Permanently mounted roll-up screen for audiovisual purposes.

18. Provisions for hanging maps and charts.

19. Windows which will cut glare and heat--windows should be installed no lower than 30 inches from floor--storage cabinets should be placed under windows where feasible. Emergency ventilation shall be provided.

20. No less than two nor more than five study carrels with 110 volt AC electrical outlets in each.

21. Thermostat for heating and cooling control.

22. All wall mounted cabinets must have "Formica" or equivalent heat and moisture resistant countertops for display of learning center materials such as books, science objects, art materials, etc.

23. Provision should be made so that television connection can be made from each teaching station and the commons area with the school's master television antennae system.

24. Floor shall be carpeted.

Each classroom group shall contain the following:

1. A multipurpose area equipped with conference table and chairs and a residential electric stove.

2. Separate storeroom where audiovisual and other equipment can be secured.

3. Toilet and lavatory facilities for students--no electrical outlets or switches in student restrooms.

4. Toilet and lavatory facilities for adults should be easily accessible.

5. Provide for the division of the classroom group area into not less than four stations.

6. Provide for enclosed small group work area.

INTERMEDIATE

Function: The goals and objectives of the district for instruction of students at the intermediate level in the Bret Harte, David Lubin, and William Land schools will be met in class groupings of 20 to 120 students each. Therefore, classroom space must provide for small group (2-6), medium group (20-30), large group (up to 120), individual instruction and independent study for the students. The subject areas to be taught are reading, mathematics, science, social studies, art, health, English, language arts, spelling, handwriting, music, and physical education. Space for bilingual-multicultural education must be provided where indicated by local community need.

Each classroom group shall contain not less than two nor more than four teaching stations to house a maximum of one hundred and twenty students. Teachers may be expected to work in teams of two's, three's, or four's. Initially it is most likely that teams of two teachers will work with sixty students.

Area Relationships: Each classroom group shall have immediate access to the multi-media center and the playground. Secondary access must be provided to administrative and pupil personnel services and food service areas.

Special Requirements: Each station shall contain the following:

1. Clothing storage for students and teachers.
2. Sink with drinking fountain attached--resilient floor covering around sink area.
3. Instructional material storage for students and teacher.
4. Two-way intercom system with a separate telephone.
5. Demountable walls to allow for greater flexibility of space.
6. Seating for thirty students (chairs and tables, not desks with attached seats).
7. Science storage cabinet with countertop resistant to heat and stains.
8. Electric clock connected to the main school time signal system.
9. Adjustable chalk board not less than twelve feet long.
10. Wall covering shall
    a. be of low maintenance material.
    b. be sound absorbant.
    c. be pin surface.
11. Ceiling acoustically treated.
12. Direct exit to the out-of-doors--provide suitable landscaping for outdoor classroom use.
13. Adequate electrical receptacles.
14. Evacuation alarm (may be part of intercom speaker system).
15. Intrusion alarm (see district maintenance department specifications).
16. Fire detectors (see district maintenance department specifications).
17. Permanently mounted screen for audiovisual purposes.

18. Provisions for hanging maps and charts.

19. Operable windows which will cut glare and heat--windows should be installed no lower than thirty inches from floor. Storage cabinets should be placed under windows where feasible. Emergency ventilation shall be provided.

20. Two to five study carrels with 110 volt electrical outlet.

21. Thermostat for heating and cooling control.

22. All wall mounted cabinets should have formica or equivalent countertops for display of learning center materials such as books, science objects, art materials, etc.

23. Provision should be made so that television connection can be made from each teaching station and the commons area with the school's master television antennae system.

24. Floor should be carpeted.

Each classroom group shall

1. contain a multipurpose area equipped with conference table and chairs.

2. contain separate storeroom where audiovisual and other equipment can be secured.

3. contain toilet and lavatory facilities for students and adults that are easily accessible.

4. provide for the division of the classroom group area into not less than four stations, with demountable walls. Provide for the division of a sixty-student teaching station into two by operable walls.

5. provide for enclosed small group work area.

6. provide adequate electrical service to operate six hot plates at one time.

7. provide for 208 volt kiln in an area adjacent the teaching stations. Area should be capable of being locked in order to insure student's safety.

SPECIAL EDUCATION

Function: The facilities for special education shall be used by the speech therapist, school counselor, district psychologist, community workers, and the teachers for special education. District practice allows for the equivalent of one class of educationally handicapped students at each school. However, to the extent that individual student qualifications permit, educationally handicapped students will be integrated into other classes. (This practice will reduce the utilization of the special education facilities somewhat.)

Area Relationships: Special education classrooms should be immediately adjacent to a classroom group, media center, and auxiliary services area. Secondary access is required to the nurses' office and the playground.

Special Requirements: Special education and pupil personnel services will use conference rooms near special education classrooms.

1. Individual testing-counseling-conferencing room shall include the following features:

   a. Self-contained, solid wall room measuring at least 6' x 10' (60 square feet).

   b. Sound-proofing to eliminate outside noise.

   c. Entry from hallway.

   d. Adjacent to both the small group counseling and resource rooms.

   e. Two-way mirror between this and small group counseling room--mirror with drawable drapes, mirror to measure approximately 3' x 3', beginning three feet from the floor.

   f. Microphone attachments to recording devices for taping purposes--recording done in adjacent room.

   g. Speaker associated with two-way mirror for hearing what is said in adjacent room.

   h. Intercom with office--handset shall be used.

   i. Sufficient ventilation and heating.

   j. Carpeted.

2. Small group counseling room shall include the following features:

   a. Self-contained, solid wall room measuring at least 10' x 15' (150 square feet).

   b. Sound-proofing to eliminate outside noise.

   c. Entry from hallway.

   d. Adjacent to both the individual testing-counseling-conferencing room and resource teaching rooms.

   e. Doorway to resource teaching room.

   f. Two-way mirror between this area and special education resource teaching room, measuring 3' x 6', beginning three feet from the floor, with drawable drapes.

   g. Speakers associated with two-way mirror to hear what is said in adjacent room.

h. Microphone attachments to recording devices for taping purposes--recording done in adjacent room.

i. Sufficient ventilation and heating.

j. Carpeted.

k. Storage area for materials and supplies--preferable built-in cabinets than exposed shelves--sufficient storage area would be one complete wall.

l. Provide for the opportunity to divide in two spaces.

3. Special education and personnel services classroom needs are described by the following specifications:

a. Self-contained room measuring at least 900 square feet to accommodate no more than 12 children at a time (separated from other spaces with demountable walls).

b. Eliminate outside noise.

c. Direct access to the outside, doors at both ends of room.

d. Adjacent to both the small group counseling and individual testing-counseling-conferencing rooms.

e. Doorway to small group counseling room.

f. Folding wall with high degree of noise barrier in the middle to allow for separation into two special education teaching areas.

g. Sinks at both ends of the room with resilient floor area next to sinks.

h. Two intercoms located on each side of folding partition.

i. Sufficient ventilation, heating and lighting.

j. Carpeting.

k. Twelve individual carrels--six on either side of the partition.

l. Outlets for headphones--110 volt electrical service in carrels.

MEDIA CENTER

Function: The media center shall be the educational center of the school and shall provide the material and media resources to allow students to progress at their own rate and style of learning. The media center shall serve as a curriculum and resource center for inter-team planning. The media center shall allow for community use and community contributions.

The purpose of the media center is to meet the changing and different individual needs of the student by providing a wide variety of educational resources. The center not only performs library functions ,but also has the capacity for electronic retrieval-storage-distribution of information in both audio and visual formats.

The media center shall

1. be comprehensive, centrally located, contain spaces for books, magazines, individual and small groups study, conference areas and extensive electronic provision for television, video tape, computers and individual study carrels, provided with 110 volt outlets, teaching machines, radio, disc and tape recordings.

2. have space available for sorting and cataloging of reading materials for use in the center.

3. contain the coordinator's office which shall be located with direct access to the media center and the work area.

4. have space provided for small groups and independent study groups with appropriate technological equipment resources for listening, program learning, information retrievable, viewing and recreational reading. Forty-five students shall be seated at one time--including the carrels.

5. have space available to allow for visual supervision of individual and group learning areas by the media center staff.

6. have work station space, with sink, provided for clerical and paraprofessional staff assistants.

7. have direct access to the cooperative team planning areas and teacher materials preparation area.

8. have trained staff personnel who will be expected to provide assistance to the teaching staff in the preparation of curriculum materials.

Area Relationships: The media center shall be immediately available to each of the classroom groups and have direct access to the cooperative team planning areas. Media center staff shall be provided with office and workroom spaces from which the center may be supervised.

Special Requirements

1. The media center shall not be in the direct student traffic pattern.

2. Provision shall be made for the securing of educational materials and/or equipment.

3. There should be library shelf space to provide for ten to fifteen books per student (5,000 to 8,000 volumes); the storage of approximately 500 filmstrips or media kits; storage for at least 200 records; storage for at least 200 tapes; and a storage facility for study prints and film loops.

4. The charge desk shall be located strategically for the media person to charge materials and supervise the area.

5. Provision shall be made for proper educational television connections considering present and future use.

6. Provision shall be made for the displaying of twenty-five monthly periodicals and the storage of one year's previous issues.

7. Provision shall be made for intercommunication system to the office.

AUXILIARY SPACES

MULTIPURPOSE ROOM

Function: An elementary school educational program for grade levels K-6 includes several functions not properly housed in regular teaching spaces. In these schools such functions will be

1. food preparation service and eating space for breakfast and lunch for a significant portion of the school's enrollment.

2. gross motor skills development for physical education for all students.

3. large group instruction and performance in instrumental music, vocal music, drama, and dance.

Additionally, the school building will frequently serve as a community center. On these occasions, the building must provide facilities to accommodate the educational needs and services vital to the community it serves. The increased use of the school plant for adult education programs and as a community recreational center for year-round activities must be considered. Most of these ancillary functions will be housed in the multipurpose room. The particular requirements of these ancillary functions have implications for parking, material and project storage, security and access to assigned spaces and control of lights and utilities. Public pay phones should be available. Lavatory facilities should be accessible from the multipurpose room during the hours of community use.

Area Relationships: It is important that the multipurpose spaces be easily accessible from all the classroom groups and be supervised from the administrative offices.

Service access for delivery of food and other supplies must be provided.

Parking for visitors during school hours as well as at other times must be nearby.

Special Requirements

Food Services

The food services department provides an important and integral part of the elementary school program. The department must keep well informed of the latest technological advances.

1. Kitchens shall have the necessary space and equipment needed to serve the satellite kitchen as per district policy.

2. Kitchens should be located so that expansion to full-service facility is possible.

3. Provision should be made for future needs of the school which may include breakfast service, class "A" lunch service, and possibly the feeding of the senior citizens of the community at some future date.

4. Food service facilities should be available for community use as per district policy.

5. Kitchens and storage area shall be located so that delivery of materials and the disposal of waste can be readily accomplished.

6. Dry and refrigerated storage must meet the needs of the individual facility and be within district policy.

7. Provision for washing garbage cans shall be provided. The area shall provide for hot and cold water, proper drainage, and protection from inclement weather.

8. Refuse collection area shall be aesthetically screened and locked to protect from vandals.

Stage

A raised stage for large group performances shall be provided on the long side of the multipurpose room.

1. The stage shall have two points of egress from "side stage."

2. Minimum theatrical lighting shall be provided (no footlights).

3. Provide a public address system compatable with the functions to be housed.

4. Proscenium opening shall be closed with a folding partition as well as the curtain.

5. Proscenium opening shall be scaled to the size of the performers (approximately 10' high, 30' wide).

6. Since the stage will serve as a music classroom, provide acoustic control and instrument storage.

7. Provide electrical outlets on periferal walls and floor stage center.

8. Provide emergency and work lighting.

9. Provide under-stage storage for folding chairs and racks. Storage doors should hinge and retract under stage from top edge.

10. Carpet stage.

11. Provide simple electrical light and wall outlet controls backstage.

Assembly Area

The significant functions of food service, assembly, and gross motor skills development will be performed in an assembly area with the following specifications:

1. Half the student body (approximately 250) must be seated for eating purposes.

2. Floor must be of easily cleaned resilient materials. Consideration shall be given to using inlayed materials to establish lines for games.

3. Proper attention must be paid to control of noise (through acoustical treatment of walls and ceiling).

4. Light levels must be sufficient for reading (large group achievement tests) and yet the assembly area must be capable of partial and complete darkening for stage performances.

5. Separately switched spotlights shall be provided to illuminate the front stage area (apron of the stage) during performances.

6. Public address system requested under "stage" above must be usable from the floor of the assembly area.

7. Emergency lighting shall be provided and shall include a light near exits, separately switched to be operated by the last person to leave the area.

8. Careful consideration must be given to means of crowd control during service of meals. This must include consideration for cash register operation, serving of food, waste disposal, and the return of used utensils.

9. Provision shall be made for the adequate storage of tables when not in use.

10. Physical education equipment to be used in gross motor skills development will include

    a. climbing rope hung from a proper support above assembly area floor in such a position that students climbing the rope will not swing against a room wall;

b. a portable balance beam;

c. three tumbling mats (6' x 9' each);

d. climbing "peg board" mounted on a wall; and

e. a stegel.

11. Provide storage adjacent to assembly area for mats, balance beam, and food service tables.

12. Electrical outlets in the assembly area shall be located at least every 30' around the periphery of the room. An extra outlet must be located to serve the cash register and the portable milk holding units.

Lavatories

In addition to the lavatories and restrooms specified elsewhere for emergency use in the classroom areas, there shall be BOYS, GIRLS, MEN, and WOMEN faculty restrooms of appropriate size meeting the following specifications:

1. Locate the BOYS and GIRLS restrooms so that they are accessible from the playground area.

2. No light switches or electrical outlets shall be inside student restrooms.

3. Ease of supervision is of primary concern. Provide no sight screen inside entry doors. Allow for one entrance and exit (located adjacently to each other).

4. Floor and wall covering materials must be non-absorbant of odor or moisture.

5. Provide a floor drain with floor slope to be not less the 1/2":12".

6. Quality standards of all equipment shall be consistant with the recommendations of the Sacramento City Unified School District maintenance department.

7. Mirrors and wash basins shall not be located near doors. Consider expeditious traffic flow.

8. Adult restrooms shall have one 110 volt electrical outlet near the wash basins with a 9" wide shelf for personal objects.

9. Adult restrooms shall be located near the office core, but away from the student traffic flow. They must be accessible for adult community use.

10. The legal requirements for access to all facilities for physically handicapped persons shall be observed.

Function: The placement of the building on the site is critical. Attention must be directed toward automotive and pedestrian traffic, as well as the delivery of materials. The patterns of play of all students must be considered.

Special Requirements

1. Provide for enclosed bicycle storage that is easily supervised and does not conflict with the pedestrian traffic flow.

2. All utility connections, electrical transformer and gas service meters shall be screened from view.

3. All landscaping shall be approved by the maintenance department of Sacramento City Unified School District. Provision should be made to allow security patrol for night time surveillance.

4. Provision for adequate night lights shall be made. Lighting emphasis shall be placed on the paved play areas.

5. All sidewalks shall be considered for traffic flow and shall have radiused intersections where needed.

6. Some grassed areas and blacktop areas are desirable. Sufficient slope shall be provided to insure rapid draining after rain.

7. Provision should be made for a separate kindergarten and children's center play area.

8. The hard-surfaced area shall include facilities for basketball, volleyball and lined games.

9. The grassed area should provide for one softball diamond.

10. Provide adequate outside drinking fountains.

TEXTBOOK STORAGE

Function: Textbook storage space shall be provided to house textbooks.

1. Provide 400 feet of lineal space of textbook storage space.

2. The textbook storage shall be located close to the instructional areas.

3. Provide proper lighting in the textbook storage area.

CUSTODIAL FACILITIES AND STORAGE

Function: Custodial facilities and storage must be adequate to handle the myriad of items and equipment that are needed to operate a school. It must be equipped to facilitate the loading and unloading of supplies and materials. Individual custodial lockers must be strategically located to facilitate the cleaning and maintenance of the building and at the same time be adequate for the storing of basic supplies needed in the area.

Special Requirements

1. Provide space, lighting, and electrical outlets for custodial manager's desk, key, and tool panels and storage.

2. Provide lockable storage for small, expensive supply items.

3. Provide for intercommunications between the custodial manager's office area and the school office.

4. Adequate space must be provided to allow economical ordering and dispensing of supplies and materials.

ADMINISTRATION SPACES

Function: To provide an area comprised of offices and work spaces necessary to administer the operation and service of the school facility and the instructional program. The administration is charged with the responsibility to provide for the essential services to students, staff, and community with the objective of achieving the district-adopted goals. The administration will provide educational leadership and supportive services to the discipline teams as well as serving as liaison between community and school. It will provide management of the physical plant and physical activities. It will meet the legal responsibilities of the school and serve as a center for records and statistics.

Area Relationships: It is essential that the office be so situated so that observations and control of visitors may be maintained; ease of access from the office to each of the educational units; ease of communication with each teaching station; and close to all areas where students assemble.

Special Requirements

Principal's Office

1. Principal's office shall have approximately 150 square feet of space and be so constructed that private conferences are possible.

2. Principal's office shall have two exits.

3. Principal's office shall have communication through the central communications system with the secretary. Extension telephones shall be provided to staff areas where needed. Sufficient trunk lines shall be provided.

4. Principal's office shall have outside telephone service in addition to the school's telephone service.

5. Principal's office shall have wardrobe closet shelf space and under counter closed storage space.

6. All outside windows shall be of very darkly tinted glass or draped.

School Secretary and Reception Area

1. Provide for a reception area seating twelve people.
2. The secretary's space shall be adjacent to the principal's office.
3. The reception area and the secretary's space shall be separated by a counter, plastic top, plastic front, and storage on the secretary's office side.
4. The intercommunications system and the outside telephone lines shall be a part of the secretary's space.
5. Space shall be provided for one secretary, one clerk, and four four-drawer file cabinets.
6. The office area should be planned so that major consideration is given to the work performed by the secretary at the desk. Telephones and intercommunications system shall be located so that the secretary does not have to leave her desk in order to perform these services.
7. The master clock and alarm system controls shall be located in the secretary's space.
8. The school supplies area shall be located adjacent to the secretary's space.
9. Teachers' mail boxes shall be placed away from the public area and shall be Sacramento City Unified School District maintenance department approved design.
10. Provision shall be made for a safe. It shall be installed as per school district maintenance department policy.

Health Services

1. The health services space shall be located so that it can be supervised by the office personnel during the absence of the nurse.
2. Space shall be provided for two cots for ill children.
3. A toilet facility with basin shall be provided.
4. An 18" x 24" sink with hot and cold water and bubbler-drinking fountain shall be provided in the cabinet top. Four feet of plastic-topped counter space shall be provided which shall include storage above and beneath.
5. A space shall be provided for the nurse's desk and file cabinet with seating for six children.
6. A space shall be provided to weigh children.
7. Twenty-one feet of clear space is necessary for vision screening.

8. Resilient floor coverings shall be provided.

9. Provide for the room to be dimly lit.

10. Provide curtains around resting area.

11. Provide for ice storage for first aid purposes.

Counselor's Office

1. Provide a counselor's office adjacent to the reception area.

2. Provide space for desk, file cabinet, and three visitors.

3. An outside telephone extension shall be provided.

4. The area shall be capable of maintaining privacy.

5. The area should be located near the conference rooms.

Conference Rooms

1. Provide one conference room with the capability of being divided in two parts.

2. It shall have two exiting doors.

3. Adequate 110 volt electrical outlets shall be provided.

4. Space should accommodate seating for six persons in one area and twelve persons in the other, separated by folding partition.

5. Total space required for the two areas is approximately 200 square feet.

6. Each section shall have its own separate lighting control.

7. The floors shall be carpeted.

8. The ceilings shall be acoustically treated.

9. Provision shall be made for service by the master intercommunication system,

Teachers' Lunch and Workroom

1. Teachers' lunchroom should be near kitchen service and accessible from teaching areas, yet removed from student traffic flow.

2. The lunch-workroom shall be near the school office.

3. Capacity must be adequate to seat the entire staff at lunch, including twelve paraprofessionals. This is approximately thirty persons.

4. Provide space for a residential type stove and refrigerator, sink, counter space, and hot and cold water.

5. Provide storage for coffee cups and utensils.

6. Provide electrical outlets approximately every eight feet on peripheral walls.

7. Provide for exhausting cigarette smoke.

8. The work area shall be adjacent to the lunchroom.

9. Counters must be moisture and stain resistant and provide for the operation of spirit duplicator, thermofax copier, twenty-four inch paper cutter, sink, and mimeograph duplicator.

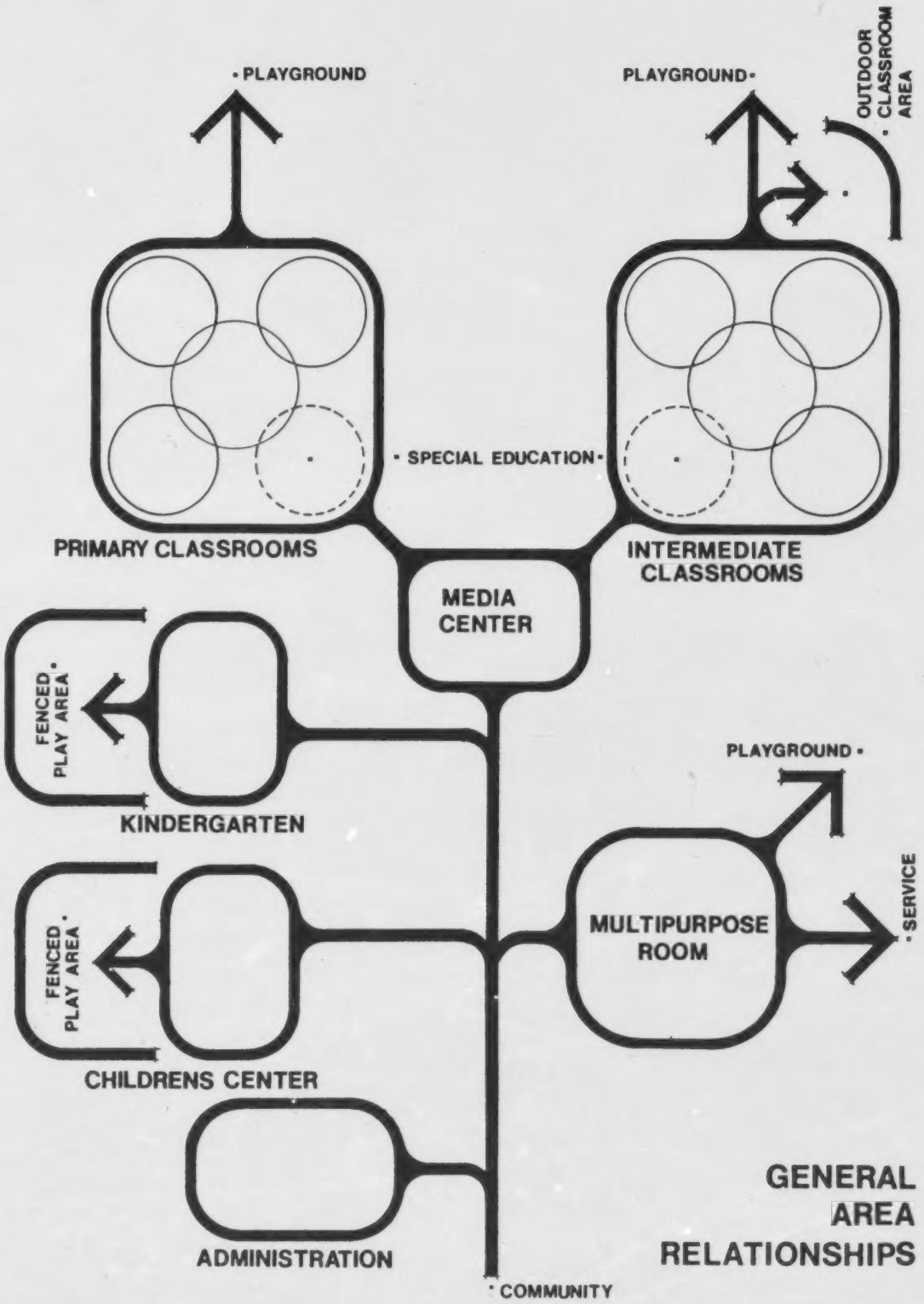
10. Space must be provided for an eight foot long work table in the room.

11. Lockable and enclosed storage for paraprofessionals' coats and personal objects.

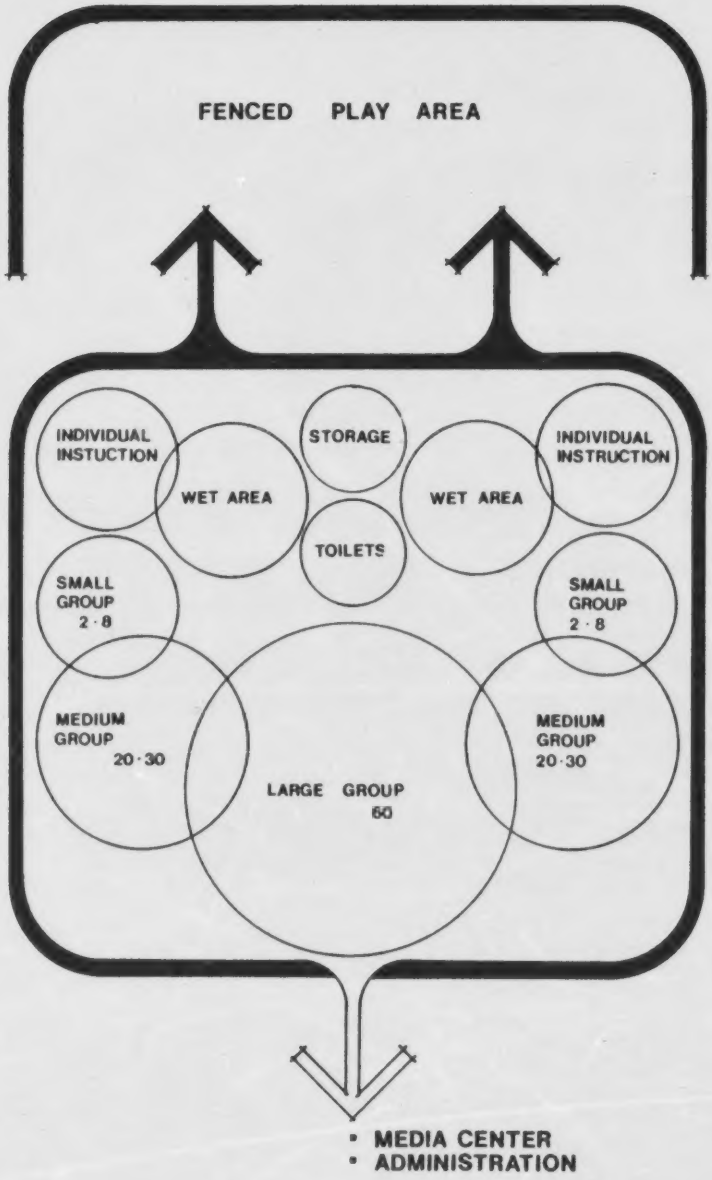
12. Provide for at least 4' x 8' bulletin board space, unless walls are of tackable surface.

13. Provide adequate space to store teacher and professionally prepared materials.

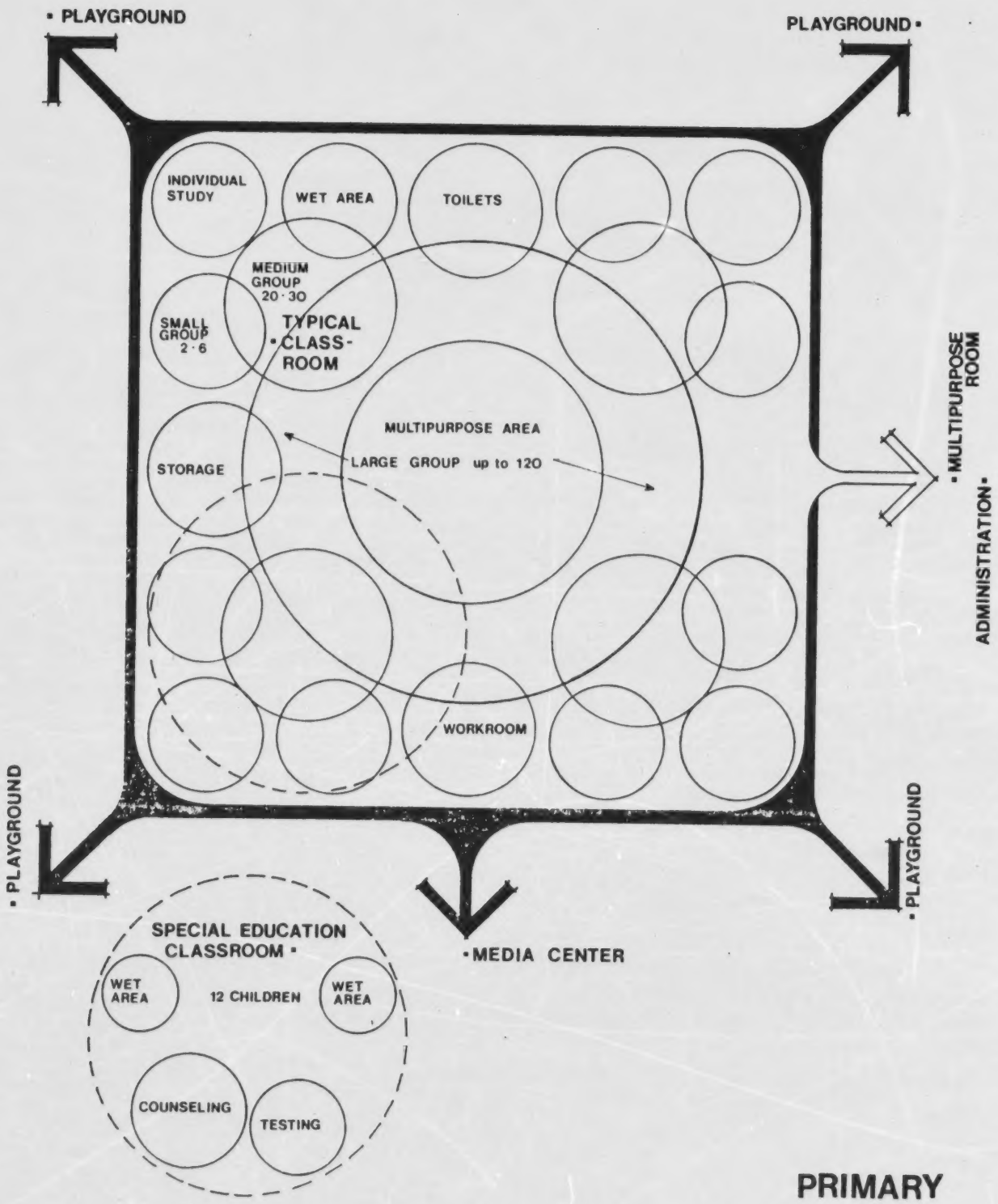
DRAWINGS OF FUNCTIONAL RELATIONSHIPS



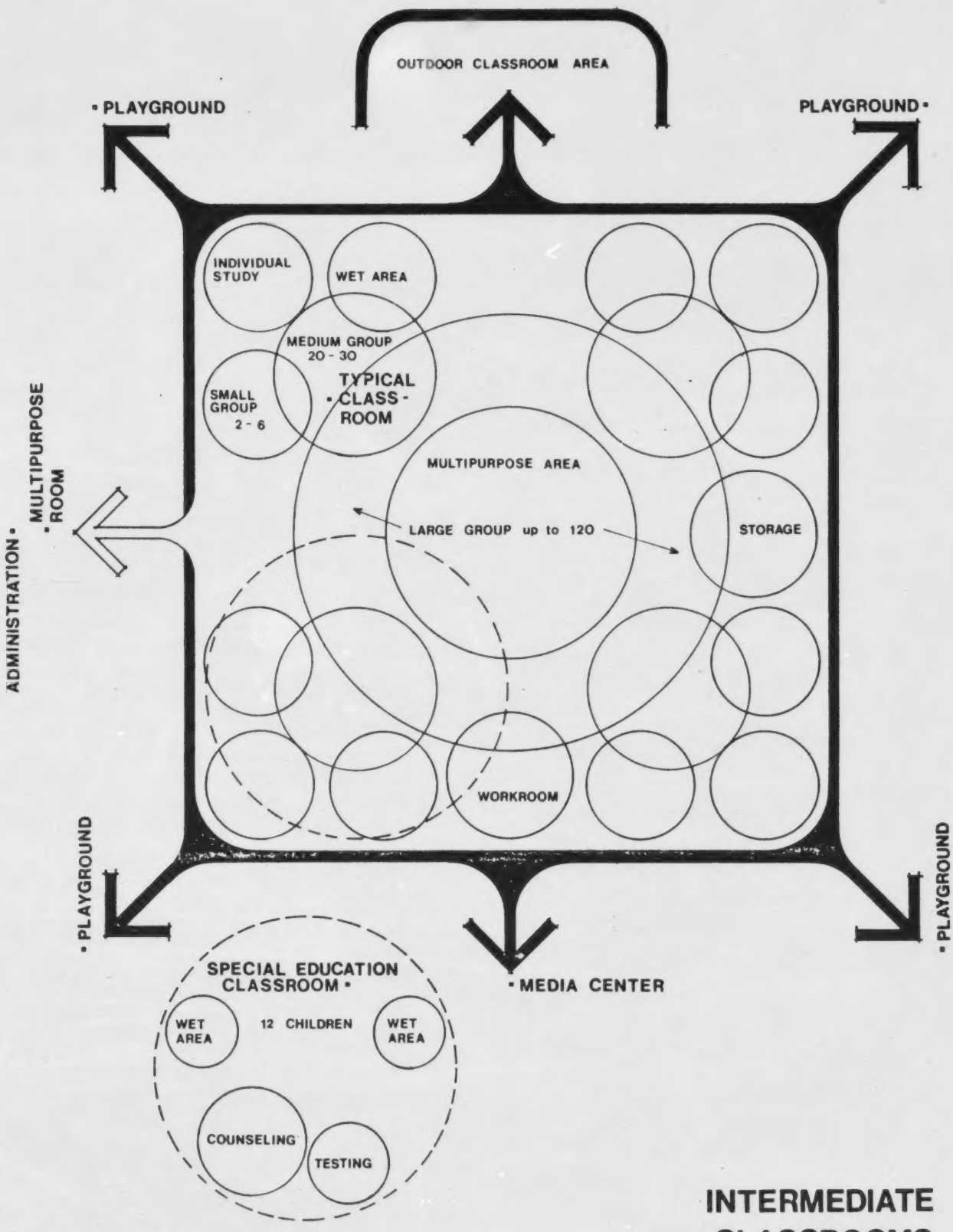
GENERAL AREA RELATIONSHIPS



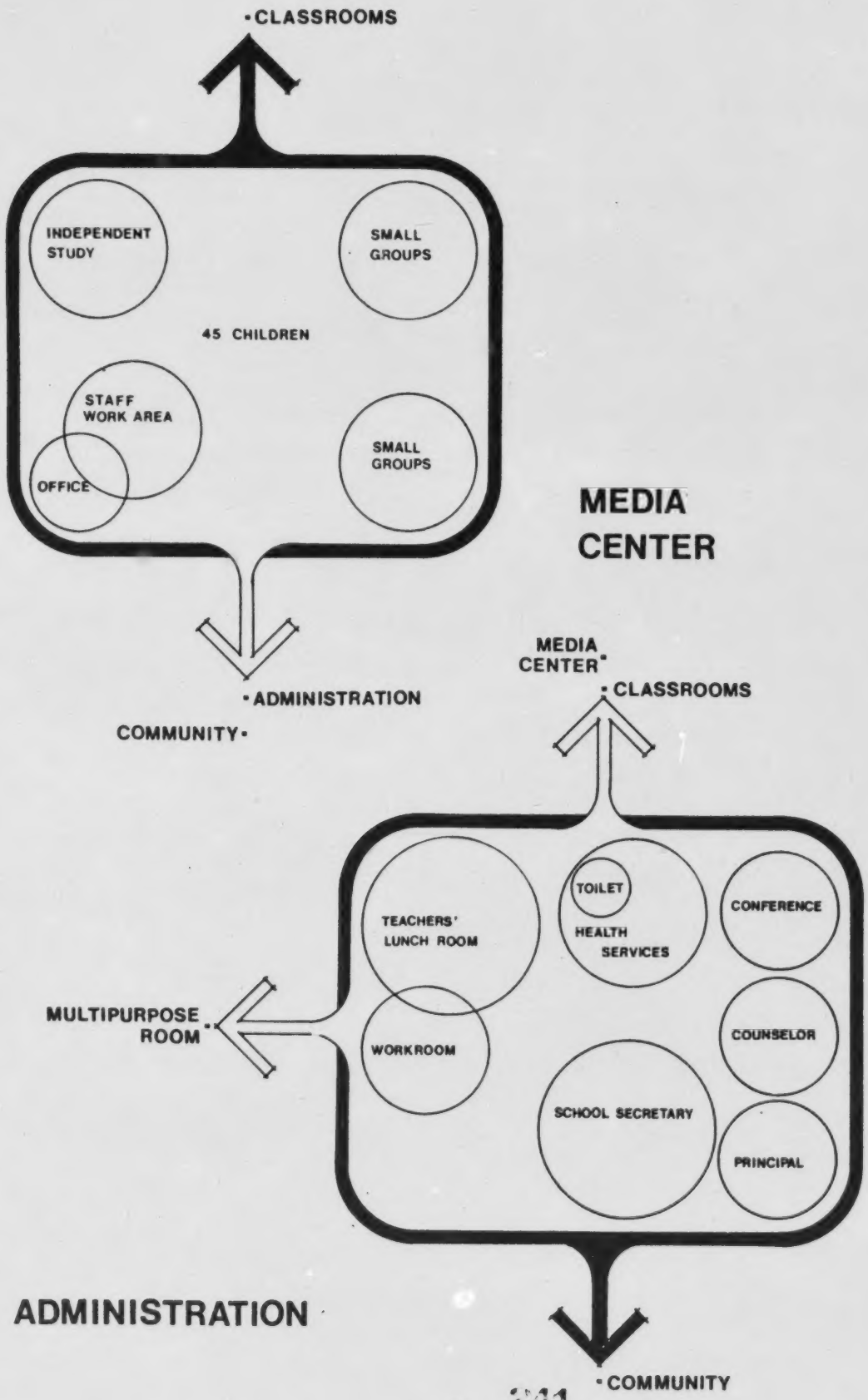
KINDERGARTEN

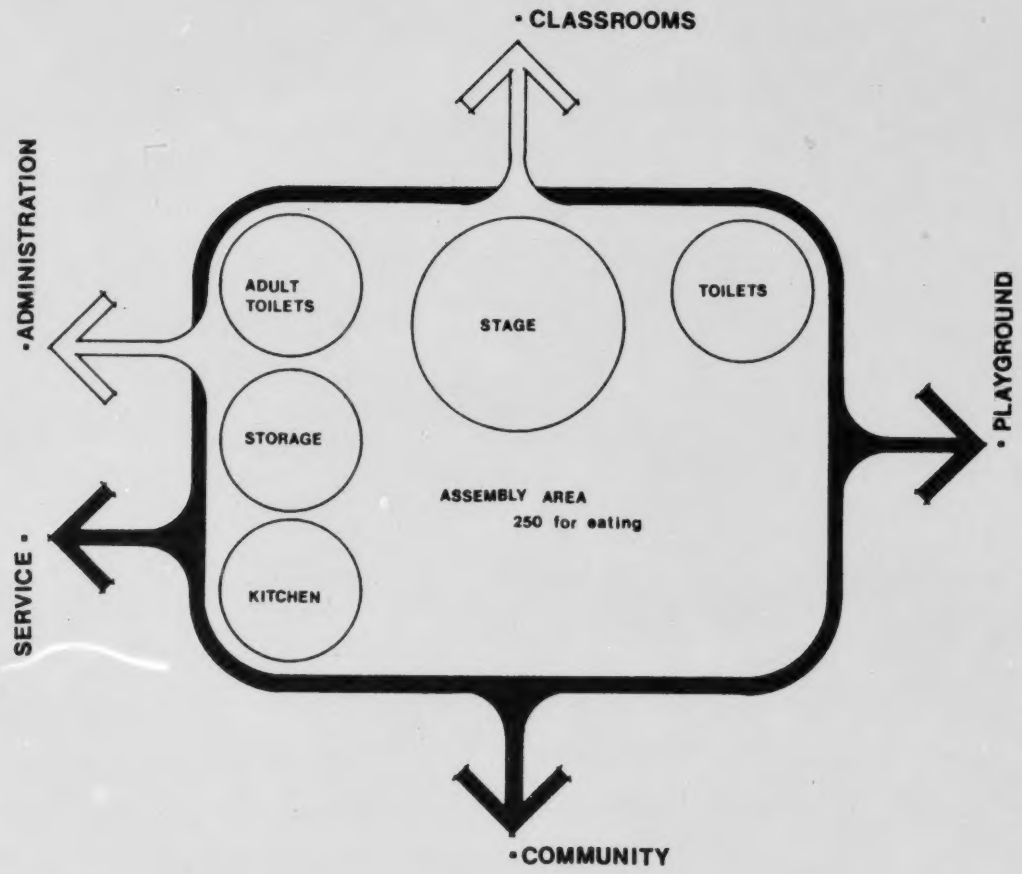


PRIMARY CLASSROOMS



INTERMEDIATE CLASSROOMS


•CLASSROOMS
INDEPENDENT STUDY
SMALL GROUPS
45 CHILDREN
STAFF WORK AREA
OFFICE
SMALL GROUPS
MEDIA CENTER
•ADMINISTRATION
COMMUNITY•
MEDIA CENTER•
•CLASSROOMS
TEACHERS' LUNCH ROOM
TOILET
HEALTH SERVICES
CONFERENCE
MULTIPURPOSE ROOM•
WORKROOM
COUNSELOR
SCHOOL SECRETARY
PRINCIPAL
ADMINISTRATION
•COMMUNITY



MULTIPURPOSE ROOM

Sacramento City Unified School District
Research and Development Services Office
Elementary School Project Management Teams

PROJECT MANAGEMENT TEAM MEMBERSHIP

TEAM NO. 3

FUNCTION: To develop educational specifications for semipermanent modules to be constructed in locations where needed.

Team Leader
John M. Cochrane, principal, Bret Harte Elementary School

Parents
Edith Brennan
Beatrice Cisneros
Walter Mae Mikes
June Wong

Teachers
Dorothy Anderson, David Lubin Elementary School
William Chase, Bret Harte Elementary School
Margie Harris, school-community worker, Bret Harte Elementary School

Certificated Employee Council
Carolyn Torgerson, Isador Cohen Elementary School

Custodial Manager
Lloyd Knight, Bret Harte Elementary School

Administrators
John D. Meyer, director, Facilities Planning and Construction Services Department
Vern Steyer, representative, Special Education Department
Lloyd Tunstall, principal, Sierra Elementary School
Ray Vonasek, principal, David Lubin Elementary School

Project Coordinator
Robert F. Davis

Director of Facility Planning
John D. Meyer

Architects
George Higgins and Don Davison
Higgins and Davison Architectural Firm

EDUCATIONAL SPECIFICATIONS FOR SEMIPERMANENT MODULES

GENERAL

A. Modules shall be designed to supplement permanent facilities at schools and shall be constructed to be removed from a site and relocated onto another site with maximum reuse of all construction elements and systems.

All modules shall be designed so as to be used as team teaching or self-contained teaching stations.

Plans shall be made on the basis of 40 square feet per student with 30 students to a teaching station when constructing four teaching stations. When constructing two teaching stations, design should be based on 46 square feet per student.

B. Modules shall be designed to contain a minimum of two and a maximum of four teaching stations. When you use the half module, it will be necessary to include the commons area as it is a vital part of the instructional program.

C. Toilet facilities shall be provided for students and faculty when more than 120 students are placed in modules at any school site, or when primary students or special education students are placed in modules. Toilet facilities shall be designed in such a manner as to provide flexibility of siting.

Toilet facilities should be accessible from playground and classrooms.

D. Teaching stations shall compare favorably to state recommendations, and shall contain area for

1. large group instruction;
2. small group instruction;
3. individual instruction;
4. independent study with limited supervision; and
5. extended use of media center materials, including audio.

The flexibility of all assignments of space shall be considered necessary.

A resource center area shall be provided as an extension of the main building media center. It shall provide storage for filmstrips, books, tapes and all other necessary media materials and equipment.

E. Attention shall be placed on consideration of proper room spaces and volumes. Building shall be fully accessible by ramps.

F. Each teaching station shall have direct access to the exterior, and shall meet Sacramento city fire regulations.

There shall be one main entrance and exit through the commons area between the two halves of a four-teaching station module.

G. Modules shall be designed so that their function may be easily changed to special education or other district needs with a minimum of interior modification.

H. Modules shall be designed so that folding walls may be installed between open spaces. The final determination of the actual wall placement shall be made at the local site, determined by the educational requirements at the site.

All folding walls shall be manually operated.

FACILITIES

1. Modules should have sufficient glazing so that the outside environment may be seen. Care should be used to avoid outside distractions to students, potential glass breakage from playgrounds, excessive heat gain or heat loss due to sun and/or temperature differential. Provide for room darkening.

   For safety reasons, exterior doors shall be designed so that exterior vision panels are provided.

2. Walls shall be covered with low maintenance material that is easily wiped clean and shall be suitable for use for pin purposes.

3. Floors shall be carpeted without pads and grounded to prevent static electrical discharge.

   Resilient floor covering shall be placed around sinks and in entry areas.

4. All educational space shall be studied for acoustical value and the proper treatment applied.

5. Chalk boards shall not be less than 16 linear feet per teaching station, and shall be adjustable in height. They shall be in 8-foot sections and separated by a 4 foot wide to-ceiling height AV showing area. Chalk boards shall face in a direction which will place the back of a student in one teaching station to the back of the student in an adjoining station.

6. Make provisions for overhead projector use with appropriate electrical outlets.

7. Modules should be mechanically heated and cooled to provide a comfort range of 65 to 75 degrees F. Ventilation is an important factor. Provide separate, adjustable thermostat at each station, with protective cage covering.

   Provision for access to fresh air is needed.

8. All mechanical equipment shall be located so that it is out of reach of students. Provide aesthetic screening that is of low maintenance material.

9. Teaching stations should have sinks in each classroom. Each sink shall have cold water only. Provide bubbler fountain.

   Hot water shall be furnished in sink in large group instruction area (glassed-in area). Fifteen gallon electric type water heater should suffice.

10. Lighting levels in all instructional areas shall be suitable to meet the needs of the area. Particular attention shall be placed to the lighting of walls. Intensity and visual comfort shall be considered in lighting. Provide photocell controlled mercury vapor night lights which are vandal resistant.

11. Adequate 110 volt AC electric receptacles shall be installed. Floor plugs shall be installed in center of commons area and in center of each teaching station. Electrical service shall be of such capacity as to allow for added equipment in years hence.

12. One educational television outlet or junction box shall be installed in each teaching station, commons area and supplementary room. Provision shall be made for connection to the school's outside antennae. Provision shall be made to meet the requirements for expanded ETV service as it becomes available.

13. Provide adequate clocks in teaching station. Connect to the main school time signal system where feasible.

14. Provide intercom-public address system of same type as permanent school and interconnect.

    There shall be a speaker in each teaching station and one individual intercom telephone per facility.

15. Provide intrusion alarms and fire detectors, as required by the Sacramento City Unified School District.

16. Provide fire alarm system, as required by the State Fire Marshal.

17. Should a ladder to the roof be required, locate into a locked closet. Design roof so balls roll off and roof is not easily accessible to children playing on grounds.

18. Consideration for furniture items should be made on the basis of mobile type, as specified by the educational program:

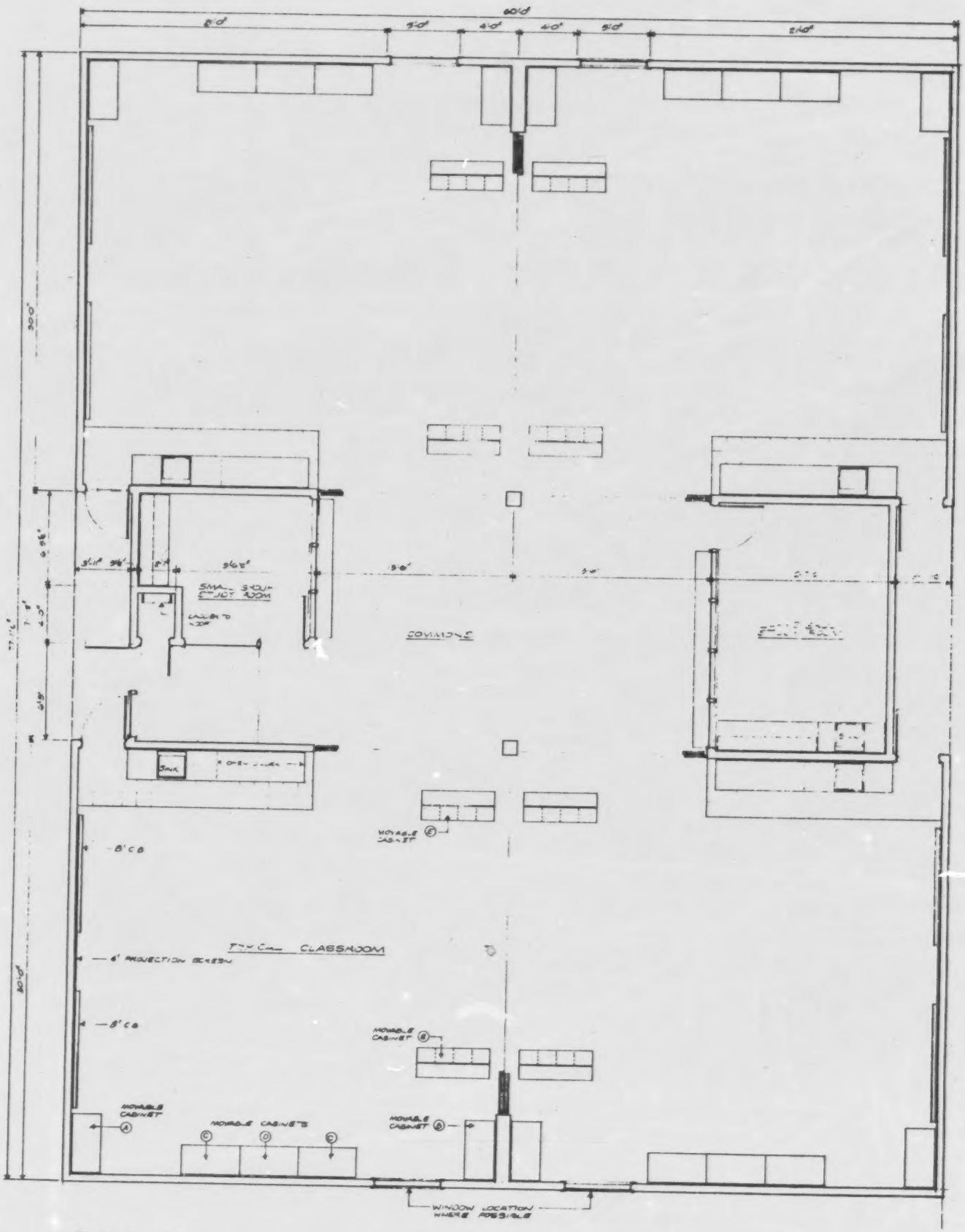
    a. Teacher wardrobe cabinet
    b. Teacher storage cabinets
    c. Student wardrobes
    d. Student locker or cubicle cabinets
    e. Student desks should be type with independent chairs
    f. Student work stations should not be of the attached chair-desk type

19. Exterior of building is to be of at least 5/8" plywood with easily maintained surface, and is to be aesthetically pleasing.

20. A staff training component shall be required for the proper utilization and educational use of each of these semipermanent module installations wherever they are assigned in the district.

21. Proper security safeguards of these district properties shall be provided. Modules shall be sited in such a manner that the building may be readily supervised by the community and security personnel.

DRAWING OF FUNCTIONAL RELATIONSHIPS



FLOOR PLAN

GROSS AREA 4560 SF

SCALE 0 1 2 3 4 5 10 15 FEET

CHILDREN'S CENTERS

CHILDREN'S CENTERS

General:

On sites where children's centers are to be located, it is necessary for the project teams and the architect to make the children's center an integral part of the educational facility.

Children's centers operate twelve months per year. This fact necessitates that the unit remain able to function even when the main school building is in use for summer school or not being used due to vacation periods.

Some facilities may be shared between the children's center and the main school building. The sharing of spaces is desirable when such sharing does not decrease the efficiency of either facility.

The operation of a children's center is unique to that facility. Therefore, the educational specifications and the myriad of planning activities must be accomplished by personnel trained in that field. These trained persons should work in teams with the architect and the planning teams for the main school building in order to insure the type of coordinated educational facility that will provide the best educational opportunity for all children.

APPENDIX

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

各位家長：

本市教育局各小学建築計劃小組正在商討建築新小学計劃中与教育有関的条件計策。這些小組是由家長，教師，行政人員与建築師組織成的。新建校舍将代替目前不合地震安全条例的旧校舍。因为本省法律規定這些不合安全条例的旧校舍，必須在一九七五年六月三十日以後停用。本市教育委員會得到家長与教育局職員小組的合作已選出各校舍的建築師。教育委員會为節省建築費用及減低建築時間已决定只選用兩個基本建築藍圖。第一藍圖将用以建築只包括幼稚園及初小年級学校校舍。第二藍圖則用於建築由幼稚園至高小年級学校。教育局将应用第一藍圖建校舍於将購用的省立工展旧址及 Washington 小学現址。第二藍圖将建於 Brete Hart, David Lubin, William Land 各小学現址。又在将收容四百五十学生以上各学校加建半永久性的流动式課室。以上各学校外形将各有不同，以便適应与附近环境調和的美術条件。本教育局以往已实行用同一藍圖建多間校舍。二十年来一藍圖曾被应用十九次之多。另一藍圖亦被应用兩次。为使預測可減少的建築費用实現，我们必須儘早進行建築。因为在此物価飛漲的當口，建築費高漲亦不會例外。

本教育局預算在明三十一日前完成五间新小学的教育有関的条件計策。最後決定将在七月一日，家長教師行政人員所組成的計劃小組将用以上的計策向建築師商討校舍設計以便適合每地区教育需要。

在省政府的貸款計劃下，本市預算每学童将有五十五方尺空间。本市是首次应用省貸款計劃。計劃上的建築規定非常嚴格，必須全部合者規定条件才有貸款資格。

各位如对建築新校舍有建議，請填附有表格，然後送交任何市立学校校長。各計劃小組将會用你們宝貴的建議向建築師商討以便用最低的代価博取最完美的教育設備。

願意親自到計劃小組发表意見的家長，請向組長 Robert F Davis 接洽。

電話：454-8613

教育局局長

Edward [illegible] 敬謹

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

April 19, 1974

Dear Parents:

We presently have elementary school project teams made up of parents, teachers, administrators, staff, and architects working to develop the educational specifications for the new elementary schools to be built in Sacramento. These buildings will be built to replace schools that do not meet earthquake safety standards. State law dictates that we cannot use these legally unsafe buildings after June 30, 1975. The Board of Education, working with committees made up of parents and staff members, has selected architects for the various sites. In order to make financial savings and speed up the building process, the Board has elected to use two basic plans: one plan will be used for the schools that will be K-3 in nature, and another plan will be used for buildings that will be K-6. We will build a K-3 school on the to-be-purchased fairgrounds site and on the Washington site; the architects are Stafford and King. We will build K-6 schools on the Bret Harte, David Lubin, and William Land sites. In addition, there will be semi-permanent modular classrooms built on those sites where the student enrollment is expected to exceed the planned 450 students. Each of these buildings will have a different exterior facade in order to meet the aesthetic needs of the community. Historically, the district has had a policy of using the same plans on different school sites. In the past 20 years, we have used one plan 19 times and another plan two times. In order that the anticipated savings will be realized, we must move very rapidly. Inflation continues to increase the cost of building at an alarming rate.

Our planning teams are now working to complete the educational specifications for the five new elementary schools by May 31, 1974. The final editing will be completed by July 1, 1974. Planning teams made up of parents, teachers, administrators, and staff will use these educational specifications to then work with the architects to design buildings that will meet our community's educational needs.

We are now building under a state loan program where we are allowed 55 square feet of space per student. This will be our first experience working with this program. The requirements of building within the state budget are rigid and will require following the state program rigidly so that we will be able to qualify for matching state loan funds.

When you have ideas concerning the new schools, please fill out and return the attached form to any school principal. The committees will then use this information as they work with the architects to provide the best possible educational facilities at the lowest possible price. Parents desiring to make personal appearances before one of the project teams should contact Mr. Robert Davis, coordinator, Elementary School Planning Teams, 454-8603.

Sincerely,

Edward B. Fort
Superintendent

EBF:RD:sm
Attachments: 1

Sacramento City Unified School District
Research and Development Services Office
Elementary School Planning Teams

ELEMENTARY SCHOOL PLANNING TEAMS EXPRESSION FORM

We are looking for new ideas to help teams develop plans for the new schools. Please express your ideas and concerns on this form. You may return this form to any principal in the district.

Your name:_____ For what proposed school:_____

Date:_____

Area of concern:

The problem or my concern, as I see it, is:

A suggested solution to the problem or concern, as I see it:

(Use other side of paper if necessary. If you wish to include diagrams, drawings, samples, etc., please attach them to this paper.)

Principals, please return this form to elementary school planning teams, Box 5, 1619 N Street, Sacramento 95810

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

April 19, 1974

Queridos Padres:

En la actualidad tenemos un proyecto de la escuela primaria consistiendo de maestros, padres, administradores, arquitectos y empleados que trabajan especificamente para el desarrollo educacional en las escuelas nuevas que serán construidas en Sacramento. Estos edificios serán edificados para reemplazar escuelas que no pasan el requisito de seguridad contra temblores de tierra. La ley dicta que nosotros no podremos usar estos edificios peligrosos legalmente despues del 30 de Junio de 1975. El Consejo de Educación (Board of Education), trabaja con los comités formados de padres y miembros de la empresa escolar, y ha seleccionado arquitectos para los distintos sitios. Para economizar y apurar el proceso de edificar, el consejo ha seleccionado el uso de dos planes básicos: un plan se usará para las escuelas que seran de Kinder hasta el tercer grado, y el otro plan se usará para los edificios de kinder al sexto grado. Edificaremos una escuela de K-3 dn el sitio de la feria antigua (old fair-grounds) que estamos para comprar, y otra en el sitio de Washington; los arquitectos son Stafford y King. Edificaremos escuelas de K-6 en los sitios de Bret Harte, David Lubin y William Land. Ademas habrá salones semi-permanentes construidos en los sitios donde se espera tener la matriculación de exceso a 450 estudiantes. Cada uno de estos edificios tendra distinto exterior según las necesidades de la comunidad. Historicamente, el distrito ha tenido como entendido el uso del mismo plan en distintos sitios escolares. En los ultimos 20 anos, hemos usado un plan 19 veces y otro plan dos veces. Para realizar los ahorros anticipados tenemos que movernos con rapidez. Inflación continúa elevándose y aumenta el costo de los edificios a un paso alarmante

Nuestros grupos estan trabajando para completar las especificaciones educacionales para las cinco nuevas escuelas elementales para el 31 de Mayo de 1974. Se completara el punto final para el primero de Julio 1974. Los grupos que estan planeando se componen de padres, maestros, administradores y empleados, los cuales usarán estas especificaciones educacionales para entonces juntarse con y planear con, los arquitectos que desiñaran los edificios que serviran las necesidades educacionales de la comunidad.

Estamos edificando bajo un programa con préstamos estatales el cual nos permite 55 pies cuadrados de espacio por cada estudiante. Esta es nuestra primer experiencia con este programa. Los requisitos de edificar y de quedar dentro de los fondos estatales son rígidos y se necesitará seguir el plan estatal al pie de la letra para poder calificar para recibir fondos del estado.

Cuando tenga ideas en cuanto a las escuelas nuevas, por favor llene la forma adjunta y désela a cualquier director de escuelas. El comité entonces usurá esta información al planear con los arquitectos haciendo lo posible para mantener el establecimeinto educacional al costo más bajo posible. Padres de familia que quieran aparecer personalmente ante los grupos que estan planeando el proyecto deben de ponerse en contacto con el Sr. Robert Davis, coordinador de El Grupo Planeador de Las Escuelas Primarias, 454-8603.

Sinceramente,

Edward B. Fort
Superintendent

Sacramento City Unified School District
Research and Development Services Office
Elementary School Planning Teams

APPENDIX 1

GRUPOS DE LA ESCUELA ELEMENTARL FORMAS DE EXPRESION

Estamos buscando nuevas ideas para ayudar a desarrollar planes para las nuevas escuelas. Favor de expresar sus ideas en esta forma. Puede usted regresar esta forma a cualquier director del distrito.

Su nombre _____ Para la escuela proupesta _____

Fecha: _____

Concierne esta area:

El problema que me concierne, y como lo veo, es:

Sugiero una solucion sobre el problema tal como lo veo:

(Use el otro lado si es necesario. Si gusta incluir un diseno o ejemplar, etc., favor de incluirlo en este papel.)

Directores, favor de regresar esta forma a los grupos que planean de las escuelas primarias, Box 5, 1619 N Street, Sacramento 95810.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
EDWARD B. FORT
Superintendent

April 19, 1974

Dear Elementary School Staff Member:

We presently have elementary school project teams made up of parents, teachers, administrators, staff, and architects working to develop the educational specifications for the new elementary schools to be built in Sacramento. These buildings will be built to replace schools that do not meet earthquake safety standards. State law dictates that we cannot use these legally unsafe buildings after June 30, 1975. The Board of Education, working with committees made up of parents and staff members, has selected architects for the various sites. In order to make financial savings and speed up the building process, the Board has elected to use two basic plans: one plan will be used for the schools that will be K-3 in nature, and another plan will be used for buildings that will be K-6. We will build a K-3 school on the to-be-purchased fairgrounds site and on the Washington site; the architects are Stafford and King. We will build K-6 schools on the Bret Harte, David Lubin, and William Land sites. In addition, there will be semi-permanent modular classrooms built on those sites where the student enrollment is expected to exceed the planned 450 students. Each of these buildings will have a different exterior facade in order to meet the aesthetic needs of the community. Historically, the district has had a policy of using the same plans on different school sites. In the past 20 years, we have used one plan 19 times and another plan two times. In order that the anticipated savings will be realized, we must move very rapidly. Inflation continues to increase the cost of building at an alarming rate.

Our planning teams are now working to complete the educational specifications for the five new elementary schools by May 31, 1974. The final editing will be completed by July 1, 1974. Planning teams made up of parents, teachers, administrators, and staff will use these educational specifications to then work with the architects to design buildings that will meet our community's educational needs.

We are now building under a state loan program where we are allowed 55 square feet of space per student. This will be our first experience working with this program. The requirements of building within the state budget are rigid and will require following the state program rigidly so that we will be able to qualify for matching state loan funds.

When you have ideas concerning the new schools, please fill out and return the attached form to any school principal. The committees will then use this information as they work with the architects to provide the best possible educational facilities at the lowest possible price.

Sincerely,

Edward B. Fort
Superintendent

EBF:RD:sm
Attachments: 1

Sacramento City Unified School District
Research and Development Services Office
Elementary School Planning Teams

ELEMENTARY SCHOOL PLANNING TEAMS EXPRESSION FORM

We are looking for new ideas to help teams develop plans for the new schools. Please express your ideas and concerns on this form. You may return this form to any principal in the district.

Your name:_____ For what proposed school:_____

Date:_____

Area of concern:

The problem or my concern, as I see it, is:

A suggested solution to the problem or concern, as I see it:

(Use other side of paper if necessary. If you wish to include diagrams, drawings, samples, etc., please attach them to this paper.)

Principals, please return this form to elementary school planning teams, Box 5, 1619 N Street, Sacramento 95810

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

Appendix 3

TO: Selected Elementary Principals DATE: April 9, 1974

FROM: Robert F. Davis
Coordinator
Elementary School Project Teams

SUBJECT: STUDENT INPUT REGARDING CONSTRUCTION OF NEW ELEMENTARY SCHOOLS

In order to help our elementary school planning teams, we would like to make the following request. Each teacher who feels this project is of importance is asked to work with his class to provide the committee with the ideas of students regarding new school construction.

1. What types of things would they like to have included in the new schools?

2. What things would they want to have eliminated in the new schools?

3. What features do they have in their present school they might like to have replicated?

This is our first time in working with the state aid building project where we will be allowed 55 square feet of space per student. An axiom in economics is: "Scarcity - we have unlimited wants but have limited resources". I feel this axiom is an important one for students to understand. It is also important that students understand how we fit in our society as contributing members. The schools they will be helping to design will have a mid-point in life in the year 2000.

We will be building schools on the following sites: Bret Harte, David Lubin, Fairgrounds (to be purchased), Washington and William Land. The cost of each of these buildings will be approximately 1.3 million dollars. In addition to these schools, we will be replacing buildings that do not meet earthquake safety standards at Crocker, Fruit Ridge, Riverside and Tahoe.

State law dictates that we will not be able to house these buildings beyond July 1, 1975, as they have been declared legally unsafe due to the aforementioned lack of conformity regarding earthquake standards.

Please forward all information gathered from your groups to me at 1619 N Street, Box 5.

Thank you.

RFD:ps

Attachments - 1 for
each teacher, 3-6

120

APPENDIX 19

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM 253

TO: Dr. Frank E. Delavan
Building Program Manager

DATE: May 6, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

BEST COPY AVAILABLE

SUBJECT: ELEMENTARY SCHOOL PROJECT PLANNING TEAMS' CONCERNS

This memorandum is to clarify some of the points brought out in our meeting of May 3, 1974. These items are not listed in any prioritized fashion, nor was there an attempt made to group them as to concern:

1. How do you plan to take the educational specifications that were developed by the three elementary planning teams and put them into practice? Are you going to have the planning teams continue, as appears to be the intent of the Board of Education? If so, what will be the make-up of the team? Are you going to ask some members or all members to continue on the new planning teams? Who will chair this team? Will you select the person who is to be the principal of the school to be constructed? How do you plan to involve the assistant superintendent, Elementary Schools, in the teams as the actual planning commences?

2. The architects have not yet signed contracts. Even though this would appear to me to be of no real regard, it does when you consider that the input given us by the architect will have a tremendous influence on the performance of the architect, even before the schematic drawings are completed. In the event the architects with whom we are presently working do not sign a contract, it would appear to be very difficult for us then to orient a new group of architects as the planning stage starts.

3. The master plan for the cafeteria program is still wide open. It has been inferred that the elementary schools who will be satellited will give some space to the school preparing their food. This assumption is based on the supposition that we are to continue the cafeteria program as presently set up. It is assumed that we can "afford" cafeterias. It would appear to me to not be politically feasible to delete the cafeteria program, but it should certainly be part of the consideration. When a middle school prepares food for its own school and its satellites, a very careful study should be done of its total food preparation needs. Requirements should be delineated that would indicate the type of materials to be used and machinery to be used, as well as the numbers of workers required to complete the task. Cafeteria size should not be based on the number of students in the school, but rather on the number of students fed. Will these middle schools have all new equipment, or will they have to use old equipment?

4. A master plan for special education must be developed. We have been led to believe that we will continue special education in more or less its present form, but this policy does not appear to be in written form. I

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feel that Dr. Kimball Salmon and his staff should be asked to study the problem and make recommendations to the committees.

5. It is necessary that we do a needs assessment for the Crocker School site. The Board of Education has indicated that the firm of Unger-Blurock will be responsible for the remodeling at Crocker. Because Crocker will have a smaller enrollment, it is difficult to envision any real addition to the school, other than demolition. The office area and some classroom space is non-conforming but due to the fact that the auditorium is a conforming structure and must be charged against the square footage allowed for that facility, it would appear that only minor construction is possible. The parents of this neighborhood are anxious that they know what will be done on the site.

6. A similar needs assessment is necessary for the Riverside and Tahoe Schools. The architect that Dr. John Meyer has indicated will do these projects will be Higgins & Davison. The same type of needs assessment is necessary on these two sites before much can be done with the project.

7. Tahoe School is a larger school, but has many of the above problems.

8. What will be done with the students in these various schools during the time of demolition and construction? Assemblyman Leroy Greene's law states that if we are under contract for new construction by July 1, 1975, we may use non-conforming buildings during that year. Does this mean that where we are replacing Newton Booth and Fremont Schools with new schools, that we will still be able to continue to use them, even though they are non-conforming, until the new schools are built? The housing of students during this demolition and construction period will have to be carefully studied and a master plan of transportation developed.

9. The location of the fairgrounds school site is critical. If the location of the school is in the Oak Park area, there are other parent groups who will complain. If you locate the school too far from the Oak Park area, some people in that area will complain. It is imperative that site selection be made as soon as possible.

10. The square footage bank must be carefully guarded. As was previously stated, Sacramento High School has already exceeded the amount of square footage that should be allowed for a school with their enrollment. Even though, when you consider the total project, an overage of perhaps 10,000 feet does not sound like a great deal when you are talking about a multi-million dollar project, it will when you compare that 10,000 square foot overage to a to-be-constructed elementary school. You will find that this is nearly 50% of their area. Consequently, it is imperative that the bank be guarded prudently. Any overages should be carefully documented and brought to the superintendent's staff and perhaps the Board of Education, so that they will understand the

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consequences of their actions.

11. At the present time, I have three planning teams in operation. Team 1 is handling the educational specifications for Washington and the to-be-purchased fairgrounds site. Team 2 is responsible for the development of the educational specifications for the Bret Harte-David Lubin-William Land sites. Team 3 is assigned the task of developing a semi-permanent module that can be used at schools that exceed 450 student enrollment. My working with these three teams is a full-time job. We are now at the critical stage where we are gathering final input from the teams. The teams will complete their input by May 31, 1974, and then the printed document must be completed by June 30, 1974. My position will become non-existent at the end of the aforementioned date. We are to be entering the writing stage very shortly, and much more time will be required of me in the office and working with the teams.

12. One community appears to be extremely interested in having a school that is unique to that particular area -- Washington School. The Board of Education decided that a re-use plan be used on both the Washington and the to-be-purchased fairgrounds site. Minor exterior changes in the facade would be implemented in order that the buildings fit that community. Washington School in concept will not be a neighborhood school, but rather a community school. It will be paired with the Theodore Judah School: grades K-3 at Washington, and 4-6 at Theodore Judah. I have indicated that space could be left available for decoration by local artists that would indicate some of the wishes of the neighborhood. It would appear that this concept does not fit the needs of some of the people within the Washington area, and there may be a program brought about by this group to have a separate architect for Washington. I have informed them that this is a Board of Education decision, and that their contact would have to be to the superintendent and then to the board.

13. We are using basically one plan for the five elementary schools that are to be built. In two instances, Bret Harte and David Lubin, where the school will go over 450 students, the new semi-permanent modules are to be added. The planning team charged with this responsibility asked if the children housed in the module would receive their full 55 square foot allowance. If this were to happen, it would indicate that a re-use plan could not be used for the main building, because it would be larger. If it were not to happen, the main building would immediately be "stressed" to the point of overload.

I think the above items spell out my major concerns. Please feel free to contact me at any time so that I can help orient you to the program. I am looking forward to a close working relationship with you in order that we may be able to develop the best possible educational plans and eventually schools for the students in Sacramento.

RFD:ps

APPENDIX 20

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

257

MEMORANDUM

TO: Dr. Frank E. Delavan
Building Program Manager

DATE: May 24, 1974

FROM: Mr. Robert F. Davis
Coordinator
Elementary School Project Teams

BEST COPY AVAILABLE

SUBJECT: RECOMMENDATIONS FOR ELEMENTARY SCHOOL PLANNING TEAMS 1974-76

The Board of Education gave direction when it said "...after July 1, 1974... planning will be done by project teams headed by project team leaders, with architects supplying the necessary technical expertise, and the coordination being provided jointly by the Research and Development Services Office and the Construction Services unit of the Business Services Office."

I would recommend that the following be done to assure that the educational specifications are accurately represented in the completed buildings:

1. Continue Team One: Its charge was to develop the educational specifications for the Fairgrounds and Washington Schools. Mrs. Sally Scott would be the team leader. Mr. Al Negrete would assist. It would not be necessary to pay them any additional stipend. An adequate budget would be provided in order that the team can keep its level of competence. The architect for this project is Stafford and King. A sub-committee would be formed from within the team that would be specifically charged with handling situations that would pertain to either of the two sites. The charge of the team is to see that the architect accurately interprets the educational specifications set forth by the educational planning team in his drawings and completed building.

2. Continue Team Two: Its charge was to develop the educational specifications for the Bret Harte, David Lubin and William Land School sites. Mrs. Gladys Peng would be the team leader. No additional stipend would be necessary. The architectural firm of Kado & Bowles is designated to produce the drawings and supervise the construction of these aforementioned three sites. Sub-committees from within the team would be designated to handle specific site problems as they arise. An adequate budget would be provided. The charge of the team is to see that the architect accurately interprets the educational specifications set forth by the educational planning team in his drawings and completed building.

3. Continue Team Three: Its charge was to develop educational specifications for semi-permanent classroom modules that could be used on sites where the student enrollment exceeds 450 students. Mr. Jack Cochrane would be the team leader. No additional stipend would be necessary. This team would be available to the architects, Higgins and Davison, on an advisory basis and provide input and expertise where necessary. The charge of the team is to see that the architect accurately interprets the educational specifications set forth by the educational planning team in his drawings and completed building. An adequate budget would be provided.

4. Teams shall continue through the summer until the completion of the projects in the summer of 1976.

5. All team leaders will be responsible to Dr. Frank Delavan. He would also have final control of the budget of the three teams. He would have the authority to transfer funds from one team to another, as emergency needs become evident. He would be responsible for all aspects of the building project. He must guard the square footage bank and see that the dollar limits and the time line of the projects are met.

6. Dr. Frank Delavan will work in close coordination with Dr. Kircher to keep him informed and to make decisions regarding the elementary school program.

7. I recommend that the planning teams continue at their present size. Normal attrition should decrease the team size; the smaller size would still be functional.

8. A program of staff development and re-training must be budgeted and designed so that the new staffs will go to the new schools properly trained to start the teaching process. During that year, additional training must be done in order to insure continuing success.

9. The elementary school project team coordinator, Robert Davis, whose position terminates on July 15, 1974, will be available on a consulting basis during the building of the schools. It is recognized that he will be assigned other full-time responsibilities during that period.

RFD:ps

Attachment

cc: Central Staff Members

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PROPOSED PLANNING BUDGET - 1974-76*

Team 1 - Fairgrounds-Washington Sites
Team 2 - Bret Harte-David Lubin-William Land Sites
Team 3 - Semi-permanent modules, on sites as directed by need

Consultation fees for Team Leaders @ per diem, for consultations with architects, on emergency basis, Saturdays, and during vacation periods, $1,000 each	$3,000
In District Travel	400
Out of District Travel	1,000
Clerical Overtime	400
Substitutes for teachers	600
Duplicating	300
Telephone Calls and Incidental Expenses	300
	$6,000

(The absence of any item for major secretarial work assumes that all major work will be done under Dr. Delavan's budget; clerical overtime above would be only for work done by local school secretaries in preparing material for the central office.)

*This budget is only for the 1974-75 school year.

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

260

MEMORANDUM

TO: Frank E. Delavan
Building Program Manager
Business Services Office

DATE: June 4, 1974

FROM: Robert F. Davis
Coordinator
Elementary School Planning Teams

RECEIVED
JUN 5 - 1974
BUILDING PROGRAM

SUBJECT: CONTINUATION OF PROJECT TEAMS

In our recent conversations in reference to how the educational specifications would be transformed into working architectural drawings, the suggestion was made that certain team leaders continue and that you would be responsible for the program and, consequently, the actions of the team leaders.

In casual conversation with one of the team leaders, the suggestion was made to me that if some of the present educational specification planning team leaders are to continue, they should be invited to do so as early as possible. This early invitation will allow them to schedule their work loads during the ensuing years so that they may be able to perform with credit to this extra task.

RFD:sm

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APPENDIX 22

ENDORSED:

Filed 261

OCT 24 1974

W. N. Durley, Clerk

By F. MESSINA, Clerk

Sacramento City Unified School District
Research and Development Services Office
1619 N Street
Sacramento, California 95810
September 24, 1974

INITIAL STUDY
ENVIRONMENTAL IMPACT SIGNIFICANCE

A. Name of Sponsor: Sacramento City Unified School District
1619 N Street
Sacramento, California 95810

B. Location of Project:

The project is located on a six acre portion of the old California State Fairgrounds within the city limits of Sacramento and near the intersection of Stockton Boulevard and Broadway. (See attached Topographic Survey)

C. Description of the Project:

This project will consist of constructing a new, single story, 26,750 sq. ft., K-3 school for 470 students, and a single story, 6,500 sq. ft., children's center to accommodate 100 children.

D. Description of Environmental Setting:

The old California State Fairgrounds site was abandoned for use as a state fair in 1968. This project is located within the limits of a portion of that site that has remained unused since that date.

This portion of the old state fairgrounds site currently is owned by a private development company that plans to develop the area with residential and commercial construction. Rezoning approval and permission to proceed with this planned development recently was granted by the Sacramento City Planning Commission. The six acre school project site was indicated on the rezoning application map presented to the planning commission by the development company and consideration given to the school site during the rezoning hearings and ultimate approval.

The northeast corner of this school site projects into the racetrack grandstand building that is being demolished by the development company. The remainder of the six acre site is undeveloped.

The Sacramento City Unified School District currently operates an adult educational facility, known as the Skill Center, immediately west of the project site, in old fairground buildings that now are rented from the development company. Land adjacent to the project site on the north, east, and south, ultimately will be developed to conform with approved residential and commercial zoning.

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E. Review of the Project and Consideration of its Environmental Effect:

1. The project does not have the potential to degrade the quality of the environment, curtail the range of the environment, or to achieve short-term to the disadvantage of long-term environmental goals.

2. The location of the project does not conflict with environmental plans and goals that have been adopted by the City of Sacramento.

3. The project will not substantially affect the visual or aesthetic quality of its surroundings or the natural, ecological, cultural, scenic or recreational resources of the area. Removal of existing mature trees will not be required.

4. The old state fairgrounds is not considered to be an historic site nor is it an archaeological site.

5. Rare or endangered species of plant or animal or habitat of such a species will not be affected substantially.

6. The project will not substantially alter or interfere with the movement or behavior pattern of resident or migratory wildlife species or have any effect on important breeding, nesting or feeding grounds.

7. The effects of the project will not conflict with any published national, state or local standards or policies relating to solid waste or litter control.

8. The project will not have a substantial, detrimental effect on air or water quality or an ambient noise levels for adjoining areas.

9. The project is located within the city limits and will utilize city utilities for water supply, sewer disposal and storm drainage. The site will be landscaped and graded to drain properly into the city storm drain system and will not affect the existing ground water or result in flooding, erosion or sedimentation. Alteration of existing site contours will be minor and finished slopes will not exceed 4%.

10. The project is not located in an active fault zone or area of other identified major geologic hazard.

11. The environmental effects of the project will not cause any adverse effect on human beings, either directly or indirectly, nor disrupt an established neighborhood or community such as by displacing residents, reducing levels of public service or increasing congestion to an appreciable degree. There will be no effect on the economy of the area including employment or taxes and the project will not contribute to an increase in population.

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F. Determination

From the information obtained in this initial study, I believe the project will have no significant adverse environmental effect, and I recommend that the Governing Board of the Sacramento City Unified School District approve and file a Notice of Determination and Negative Declaration with the Sacramento county clerk.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
of Sacramento County, California, a
political subdivision of the State of
California

Dated: October 21, 1974

By _____
Assistant Superintendent
Research and Development Services Office
(California Environmental Quality Act Officer)

BEST COPY AVAILABLE

ENDORSED:

Filed
OCT 24 1974
W. N. Durley, Clerk
By F. MESSINA, Clerk

NOTICE OF DETERMINATION

Responsible Agency

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Address	City	Zip
1619 N Street	Sacramento	95810

Project Title and Description

This project will consist of constructing a new single story, 26,750 sq. ft., K-3 school for 470 students and a single story, 6,500 sq. ft., children's center to accommodate 100 children.

Project Location

The project is located on a six acre portion of the old California State Fairgrounds within the city limits of Sacramento and near the intersection of Stockton Boulevard and Broadway. (See attached Topographic survey)

The responsible agency has:

[X] Approved or authorized the project;

[ ] Disapproved the project;

[ ] Determined that the project may have a significant effect on the environment and caused an environmental impact report to be prepared pursuant to the California Environmental Quality Act of 1970;

[X] Determined that the project will not have a significant effect on the environment and no environmental impact report was prepared.

Dated: October 23, 1974

(Signature) Joseph B. Lyons

(Title) Superintendent
Sacramento City Unified School District

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ENDORSED:

Filed
OCT 24 1974
W. N. Durley, Clerk
By F. MESSINA, Clerk

NEGATIVE DECLARATION

Responsible Agency

Sacramento City Unified School District

Address	City	Zip
1619 N Street	Sacramento	95810

Project Title and Description

This project will consist of constructing a new single story, 26,750 sq. ft., K-3 school for 470 students and a single story, 6,500 sq. ft., children's center to accommodate 100 children.

Project Location

The project is located on a six acre portion of the old California State Fairgrounds within the city limits of Sacramento and near the intersection of Stockton Boulevard and Broadway. (See attached Topographic Survey)

It has been determined that the above project will not have a significant effect on the environment.

(See attached copy of Initial Study)

Date: October 23, 1974

(Signature) Joseph H. Lyons

(Title) Superintendent
Sacramento City Unified School District

Board of Education

Sacramento City Unified School District

ADMINISTRATION BUILDING

UBJECT: Initial Study and Environmental Effect Determination for School Construction Project at Old State Fairgrounds

ITEM NUMBER 74-399

Exhibits

Enclosures A, B, C

ATEGORY: VI. Research and Development Services Office

Reason for Board Consideration Conference

Date October 14, 1974

Background: An appropriate set of environmental impact documents must be submitted to the State Allocation Board before it can approve a construction application. In conformance with the California Environmental Quality Act requirements, the district is responsible for initiating a study of the environmental impact significance of a project, and for making a determination of the appropriate documents to submit to the State Allocation Board. The appropriate documents may consist of an Environmental Impact Report, a Negative Declaration or a Statement of Categorical Exemption.

Under the guidelines established by the Secretary for Resources, all the Field Act construction projects in this school district, except the project at the old state fairgrounds, qualified as categorically exempt projects with replacement or reconstruction on the same site and a capacity increase not in excess of 50%. The construction of a school on a new site at the old state fairgrounds necessitated an environmental impact study.

When a district's initial study of the environmental impact of a project indicates that it is not necessary to proceed with an Environmental Impact Report, a Negative Declaration can be prepared. The Negative Declaration is a one-page document describing the project and containing a finding by the district that a project which ordinarily would be expected to have a significant effect on the environment, has no significant effect due to circumstances peculiar to the specific project. The Negative Declaration also must indicate who prepared the initial study and where a copy may be obtained.

Status: The Initial Study of the Environmental Impact (Exhibit A) of a school construction project at the old state fairgrounds has been completed. This study includes a determination that the project will have no significant adverse environmental effect, and the superintendent intends to recommend that the board approve a Negative Declaration (Exhibit C), and a Notice of Determination (Exhibit B), at the next regular meeting on October 21. 1974.

Sacramento City Unified School District
Research and Development Services Office
1619 N Street
Sacramento, California 95810
September 24, 1974

INITIAL STUDY
ENVIRONMENTAL IMPACT SIGNIFICANCE

A. Name of Sponsor: Sacramento City Unified School District
1619 N Street
Sacramento, California 95810

B. Location of Project:

The project is located on a six acre portion of the old California State Fairgrounds within the city limits of Sacramento and near the intersection of Stockton Boulevard and Broadway. (See attached Topographic Survey)

C. Description of the Project:

This project will consist of constructing a new, single story, 26,750 sq. ft., K-3 school for 470 students, and a single story, 6,500 sq. ft., children's center to accommodate 100 children.

D. Description of Environmental Setting:

The old California State Fairgrounds site was abandoned for use as a state fair in 1968. This project is located within the limits of a portion of that site that has remained unused since that date.

This portion of the old state fairgrounds site currently is owned by a private development company that plans to develop the area with residential and commercial construction. Rezoning approval and permission to proceed with this planned development recently was granted by the Sacramento City Planning Commission. The six acre school project site was indicated on the rezoning application map presented to the planning commission by the development company and consideration given to the school site during the rezoning hearings and ultimate approval.

The northeast corner of this school site projects into the racetrack grandstand building that is being demolished by the development company. The remainder of the six acre site is undeveloped.

The Sacramento City Unified School District currently operates an adult educational facility, known as the Skill Center, immediately west of the project site, in old fairground buildings that now are rented from the development company. Land adjacent to the project site on the north, east, and south, ultimately will be developed to conform with approved residential and commercial zoning.

E. Review of the Project and Consideration of its Environmental Effect:

1. The project does not have the potential to degrade the quality of the environment, curtail the range of the environment, or to achieve short-term to the disadvantage of long-term environmental goals.

2. The location of the project does not conflict with environmental plans and goals that have been adopted by the City of Sacramento.

3. The project will not substantially affect the visual or aesthetic quality of its surroundings or the natural, ecological, cultural, scenic or recreational resources of the area. Removal of existing mature trees will not be required.

4. The old state fairgrounds is not considered to be an historic site nor is it an archaeological site.

5. Rare or endangered species of plant or animal or habitat of such a species will not be affected substantially.

6. The project will not substantially alter or interfere with the movement or behavior pattern of resident or migratory wildlife species or have any effect on important breeding, nesting or feeding grounds.

7. The effects of the project will not conflict with any published national, state or local standards or policies relating to solid waste or litter control.

8. The project will not have a substantial, detrimental effect on air or water quality or on ambient noise levels for adjoining areas.

9. The project is located within the city limits and will utilize city utilities for water supply, sewer disposal and storm drainage. The site will be landscaped and graded to drain properly into the city storm drain system and will not affect the existing ground water or result in flooding, erosion or sedimentation. Alteration of existing site contours will be minor and finished slopes will not exceed 4%.

10. The project is not located in an active fault zone or area of other identified major geologic hazard.

11. The environmental effects of the project will not cause any adverse effect on human beings, either directly or indirectly, nor disrupt an established neighborhood or community such as by displacing residents, reducing levels of public service or increasing congestion to an appreciable degree. There will be no effect on the economy of the area including employment or taxes and the project will not contribute to an increase in population.

F. Determination

From the information obtained in this initial study, I believe the project will have no significant adverse environmental effect, and I recommend that the Governing Board of the Sacramento City Unified School District approve and file a Notice of Determination and Negative Declaration with the Sacramento county clerk.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
of Sacramento County, California, a
political subdivision of the State of
California

Dated: _____ By _____

Assistant Superintendent
Research and Development Services Office
(California Environmental Quality Act Officer)

EXHIBIT B

NOTICE OF DETERMINATION

Responsible Agency

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Address	City	Zip
1619 N Street	Sacramento	95810

Project Title and Description

This project will consist of constructing a new single story, 26,750 sq. ft., K-3 school for 470 students and a single story, 6,500 sq. ft., children's center to accommodate 100 children.

Project Location

The project is located on a six acre portion of the old California State Fairgrounds within the city limits of Sacramento and near the intersection of Stockton Boulevard and Broadway. (See attached Topographic survey)

The responsible agency has:

[X] Approved or authorized the project;

[ ] Disapproved the project;

[ ] Determined that the project may have a significant effect on the environment and caused an environmental impact report to be prepared pursuant to the California Environmental Quality Act of 1970;

[X] Determined that the project will not have a significant effect on the environment and no environmental impact report was prepared.

Dated: _____ (Signature) _____

(Title) _____

74-399

NEGATIVE DECLARATION

Responsible Agency: Sacramento City Unified School District

Address	City	Zip
1619 N Street	Sacramento	95810

Project Title and Description

This project will consist of constructing a new single story,26,750 sq. ft., K-3 school for 470 students and a single story, 6,500 sq. ft., children's center to accommodate 100 children.

Project Location

The project is located on a six acre portion of the old California State Fairgrounds within the city limits of Sacramento and near the intersection of Stockton Boulevard and Broadway. (See attached Topographic Survey)

It has been determined that the above project will not have a significant effect on the environment. (See attached copy of Initial Study)

Date:_____ (Signature)_____

(Title)_____

74-399

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Building Program Management Team
425 FIRST AVENUE
SACRAMENTO, CALIFORNIA 95818
TELEPHONE: 454-8785

FRANK E. DELAVAN
Manager

October 30, 1974

Mr. Frederick D. Edgett
Field Representative
Department of General Services
Office of Local Assistance
1025 P Street
Sacramento, Ca. 95814

Dear Mr. Edgett:

In conformance with the California Environmental Quality Act requirements, the district initiated a study of the environmental impact significance of the proposal project to construct an elementary school on a new six acre site at the old California State Fairgrounds. The determinations made in the initial study indicated that a full Environmental Impact Report would not be necessary and that a Negative Declaration was adequate.

The Initial Study of the Environmental Impact Significance, Notice of Determination and Negative Declaration were presented to the Board of Education on October 14, 1974, as a conference item.

On October 21, 1974, the Board of Education, at a regular public meeting, approved the Notice of Determination and Negative Declaration and directed the superintendent to file these documents with the Sacramento County Clerk.

Enclosed please find copies of these filed documents to be included in our construction application file No. 118/28310 Fairgrounds. We are aware that these Environmental Impact Documents do not complete our application for this school.

Sincerely,

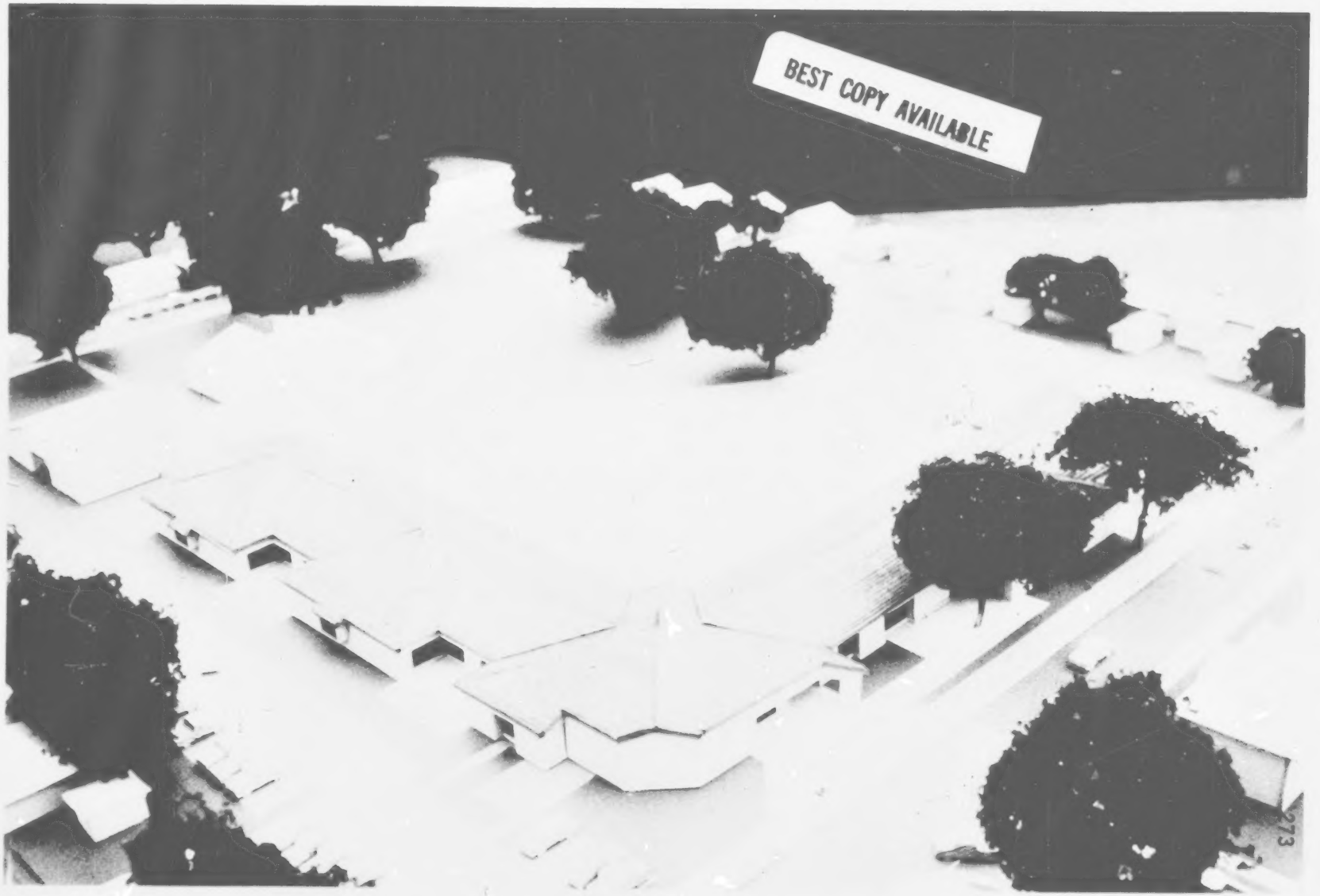
Keith E. Gosling
Building Program Engineer

Approved:

Frank E. Delavan
Manager
Building Program Management Team

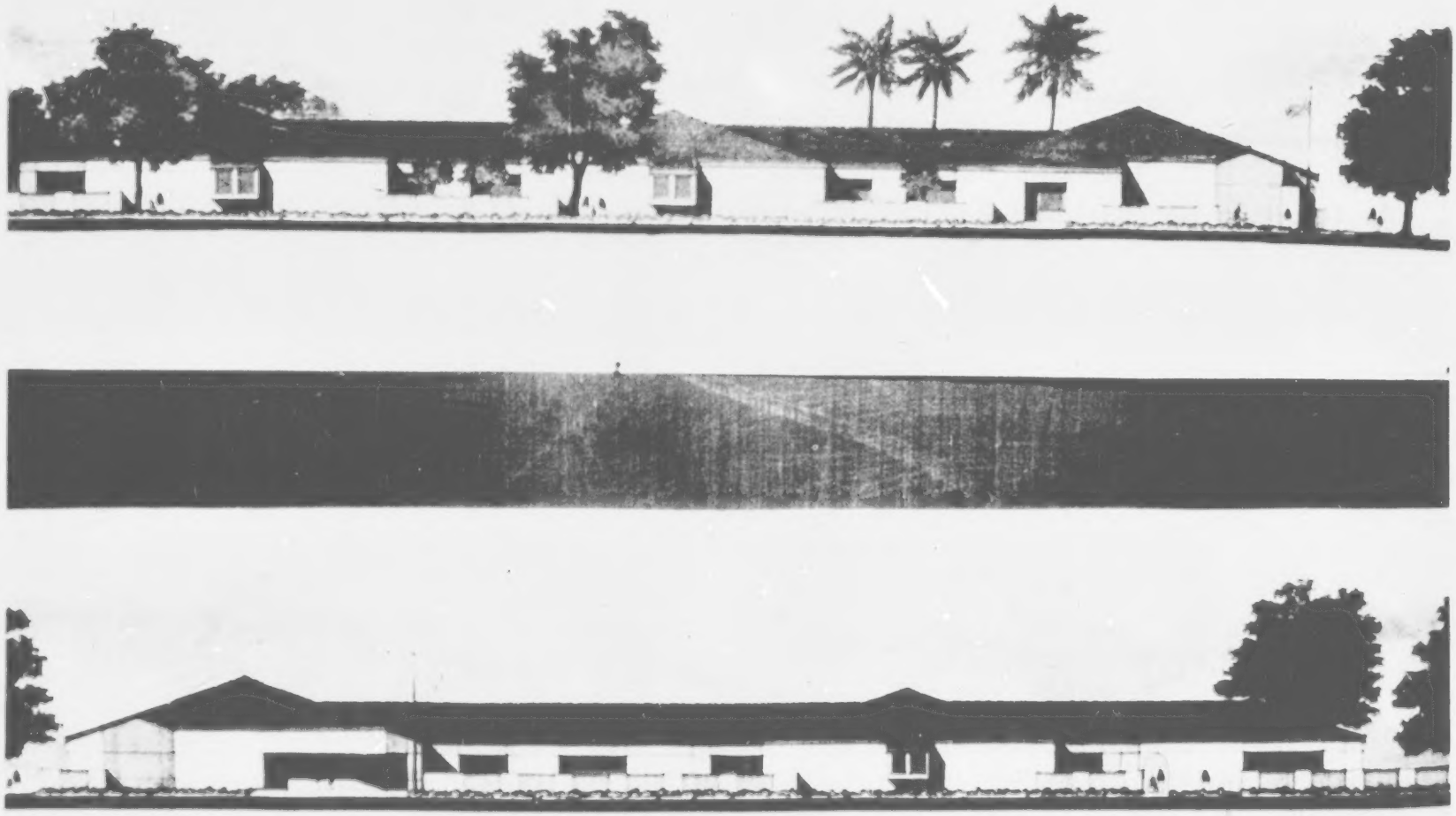
KEG:rw
encl.

BEST COPY AVAILABLE



SCALE MODEL, DAVID LUBIN ELEMENTARY SCHOOL
Sacramento, California

BEST COPY AVAILABLE



ELEVATION DRAWING, BRET HARTE, DAVID LUBIN,
AND WILLIAM LAND ELEMENTARY SCHOOLS
Sacramento, California

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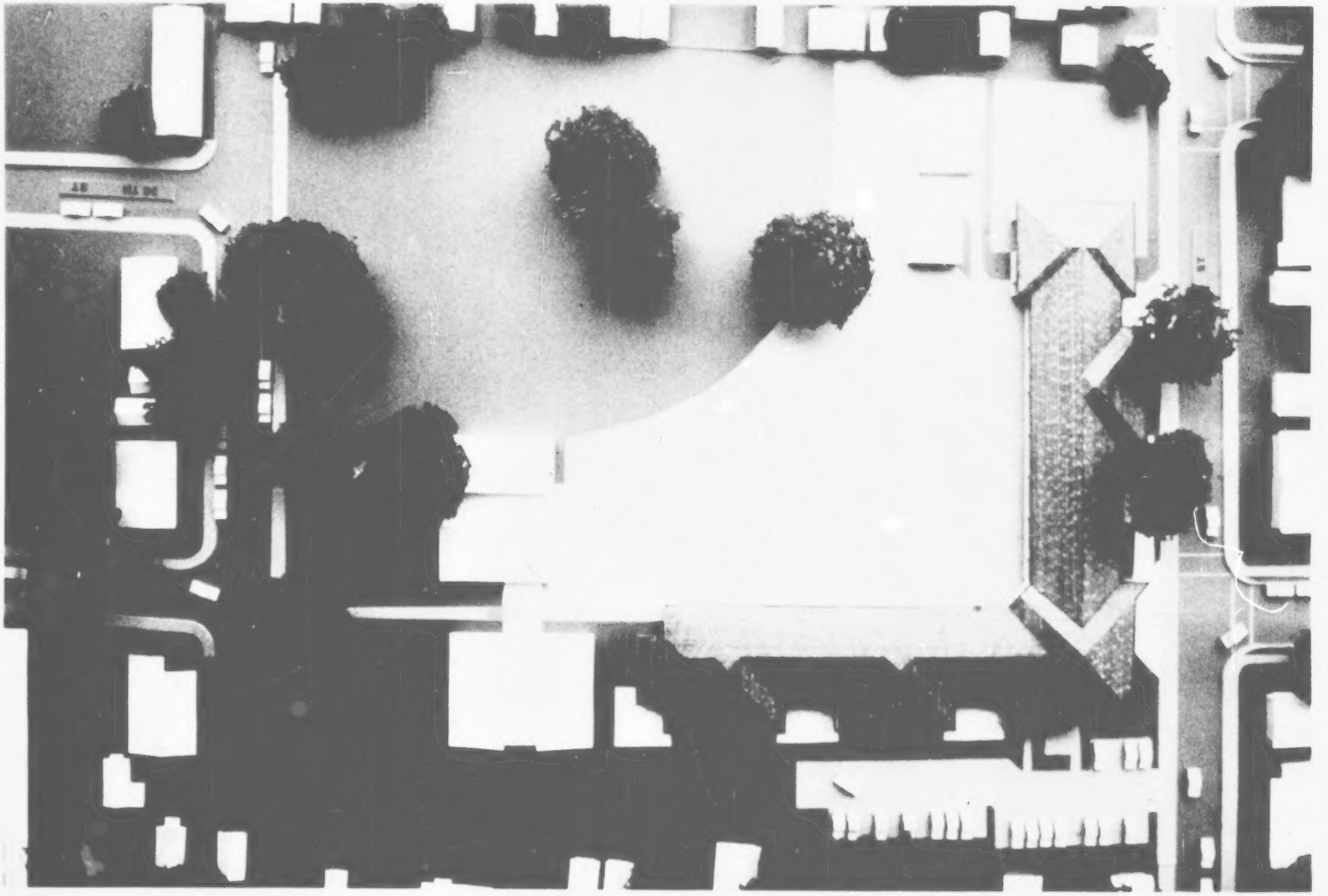

SCALE MODEL, DAVID LUBIN ELEMENTARY SCHOOL
Sacramento, California

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SACRAMENTO, CALIFORNIA
Elementary School Project Teams
1974

EVALUATION

Superintendent's Staff

You have previously received a copy of "Elementary Schools Educational Specifications", produced by the Research and Development Services Office. In order to assist in the evaluation process, please complete this survey form.

1. *How well were you, as a staff member, kept informed of the progress of the planning teams?*	Outstandingly	Adequately	Inadequately	Don't Know
	____	____	____	____

2. *How would you assess the quality of the Elementary Schools Educational Specifications document?*	Outstanding	Adequate	Inadequate	Don't Know
a. *Format*	____	____	____	____
b. *Ease of Reading*	____	____	____	____
c. *Content*	____	____	____	____
d. *Practical Application*	____	____	____	____

3. *Was the scope of group involvement adequate?*	Yes	No	Don't Know
	____	____	____

4. *How do you feel the following groups were represented?*	Outstandingly	Adequately	Inadequately	Don't Know
a. *Parents*	____	____	____	____
b. *Classified Employees*	____	____	____	____
c. *Certificated Employees*	____	____	____	____
d. *CEC Representatives*	____	____	____	____
e. *Administration*	____	____	____	____

5. *Do you feel that this model for the development of educational specifications through the use of community and staff involvement could be used on another similar project?*

   a. *With modification* ____

   b. *Without modification* ____

   c. *Not applicable* ____

   d. *Don't know* ____

6. *General comments and suggestions:*

_____

_____

_____

_____

Please return this survey form in the attached envelope, to Robert F. Davis by November 15, 1974.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SACRAMENTO, CALIFORNIA
Elementary School Project Teams
1974

EVALUATION

Planning Team Members

In order to help properly evaluate the project team concept, please take a few minutes to answer the questions listed below. There are, obviously, no right or wrong answers. All of the responses are only an indication of how you feel about the question.

1. *You were a member of which team:*

   Team One _____ *(Fairgrounds, Washington Schools)*

   Team Two _____ *(Bret Harte, David Lubin, William Land Schools)*

   Team Three _____ *(Semipermanent Modules)*

2. *Did you serve on the planning team as a:*

   Parent _____ *CEC Member* _____

   Teacher _____ *Administrator* _____

   Classified Employee _____ *Other* _____

   Architect _____

3. *Had you previously been a member of a project team to develop educational specifications and/or schools?*

   Yes _____ *No* _____

4. *How do you assess the amount of input gathered from:*

	Outstanding	Adequate	Inadequate	Don't Know
a. *Students*	____	____	____	____
b. *Parents*	____	____	____	____
c. *Teachers*	____	____	____	____
d. *Other district employees*	____	____	____	____
e. *Administrators*	____	____	____	____

5. *Now that you have worked with the project team, if another project were to come along, would you be willing to again serve?*

   Yes _____ *No* _____ *Don't Know* _____

6. *If we were to start a project team again, would you suggest that we:*

   a. *continue without modification* _____

   b. *continue with slight modification* _____

   c. *continue but drastically modify* _____

   d. *would not use the project team method* _____

   e. *don't know* _____

7. *Assess your effectiveness in communicating school related issues with peers, friends and neighbors:*

	Very Good	Good	Inadequate	Don't Know
Before starting on the team	____	____	____	____
After working on the team	____	____	____	____

Please mark the following questions with an "X" on the part of the line that most accurately indicates your response.

8. *Do you feel your suggestions were heard and reflected in the printed educational specifications book?*

Yes 1 _____ 2 3 4 *No* 5 *Don't Know* 6

9. *Before you started working with the project team, did you feel your suggestions would be heard and reflected in the printed educational specifications book?*

Yes 1 _____ 2 3 4 *No* 5 *Don't Know* 6

10. *If you are not a school employee, did you understand how schools function before starting on the team?*

Yes 1 _____ 1 2 4 *No* 5 *Don't Know* 6

11. *Do you understand the state's role in the replacement of non-earthquake safe schools:*

Before starting on the team? *Yes* 1 _____ 2 3 4 *No* 5 *Don't Know* 6

After working on the team? *Yes* 1 _____ 2 3 4 *No* 5 *Don't Know* 6

You have previously received a copy of "Elementary Schools Educational Specifications", produced by the Research and Development Services Office.

	Outstanding	Adequate	Inadequate	Don't Know
12. *How would you assess the quality of the Elementary Schools Educational Specifications document?*				
a. Format	____	____	____	____
b. Ease of Reading	____	____	____	____
c. Content	____	____	____	____
d. Practical Application	____	____	____	____

13. *General comments and suggestions:*

_____

_____

_____

_____

Please return this survey form in the attached envelope to Robert F. Davis by November 15, 1974.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
6000 J STREET, SACRAMENTO, CALIFORNIA 95819

281

December 24, 1974

Mr. Sam O. Kaylin
Practicums Department
National Ed. D. Organization for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

This letter is relating to the maxi-practicum project of Robert F. Davis, head principal, Summer School Department, Sacramento City Unified School District.

When Mr. Davis started this project we met and discussed the project many times. I served as the Director of Facilities Planning and Construction Services Department for the Sacramento City Unified School District.

I traveled on many of the study trips arranged by Mr. Davis and attended all of the team meetings conducted by him. I served as an advisor at all team meetings.

The plan for Mr. Davis' practicum was well conceived and executed. He and I worked to see that the final printed document was presented in a form that would accurately represent the vast amount of effort put forth by the teams.

In September of this year I accepted a position with the Civil Engineering Department of the California State University at Sacramento. I have kept well aware of the project as it was carried out.

The planning stage for the construction of these new schools is now complete. The plans for the loan application have been accepted by the State of California.

I have been interested in the practicum and feel that the results are very positive.

Yours truly,

John D. Meyer
Civil Engineering

JDM:jk

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

December 27, 1974

Mr. Sam O. Kaylin
Practicums Department
National Ed. D. Organization for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

During the past year I have, in my position, been pleased to monitor the progress of Mr. Robert F. Davis, head principal, Summer School Department, as he worked to complete his Maxi II Practicum.

Mr. Davis has done a truly outstanding job in the planning, implementation and evaluation of the project. I feel confident that the contribution made by him has contributed greatly in helping us progress as rapidly as we have in our building program.

I am very pleased to have been able to monitor his practicum and feel that this type of project provides invaluable experience for the participants as well as providing great benefit to the school district.

Yours truly,

Russell R. Kircher
Assistant Superintendent
Elementary Schools Office

RRK:pc

cc:Robert F. Davis
Fred J. Stewart

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Building Program Management Team
425 FIRST AVENUE
SACRAMENTO, CALIFORNIA 95818
TELEPHONE: 454-8785

FRANK E. DELAVAN
Manager

December 24, 1974

Mr. Sam O. Kaylin
Practicums Department
National Ed. D. Organization for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

This communication is in reference to the project being completed by Robert F. Davis, head principal, Summer School Department, Sacramento City Unified School District.

I accepted my present job in June of this year. At that time, Mr. Davis was just completing the final team meetings as they worked to develop educational specifications for the new elementary schools.

Mr. Davis assisted my orientation and presented a plan whereby he felt I could accept the leadership in this position and take the educational specifications to see that they were incorporated in the final buildings.

The project is progressing very well. We now have all our plans approved by the Office of Local Assistance (OLA), State Department of Education.

Four of the five schools to be built have had the plans approved, loan applications approved, and are ready for the first stages of construction. The fifth school is running slightly slower than the other four due to the fact that we will have to go to condemnation proceedings to obtain the site selected by us.

I am pleased with the job done by Mr. Davis during this past year. I feel that he performed his assigned tasks well.

Yours truly,

Frank E. Delavan
Manager
Building Program Management Team

FED:rw

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H LYNN
Superintendent

January 3, 1975

Mr. San O. Kaylin
Practicums Department
National Ed. D. Organization for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

The development of additional specifications for use in the elementary schools has required a tremendous amount of effort on the part of the coordinator, Mr. Robert F. Davis, head principal, Summer School Department.

From its inception, the project has gone extremely well. The planning teams were formed and made rapid progress. The final printed document is outstanding. In Phase II of the project, the plans set forth by Mr. Davis appear to work very well.

I personally feel the additional specifications developed using this planning team approach provides an outstanding method by which the appointed task could be accomplished.

If there is any further way in which I may render an opinion concerning this project, please do not hesitate to contact me.

Yours truly,

Louise H. Leoni
Director
Elementary Curriculum and
Instruction Department

LHL:jm

cc:Robert F. Davis
Fred J. Stewart